

Speaking Instructional Design Overview in Indonesia Higher Education

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Abstract

The development of teaching materials requires a multi-dimensional approach and carries out detailed procedures. The development of English teaching materials at Yarsi University is carried out by prioritizing the basic principles of developing teaching materials when all these processes are carried out properly so as to produce good quality. This research is an ethnographic study which was conducted for almost a year. The respondents of this study were material design lecturers, lecturers and students. The results showed that the development of teaching materials requires systematic and detailed steps in order to produce quality teaching material.

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INTRODUCTION

A good teaching material is derived from a comprehensive process which considers the background of the student (Morisson et al., 2014; Zhang et al., 2020) , and follows academic steps taking into account various aspects, Reigeluth, (2013) states that an important characteristic of instructional design theory is design-oriented (or goal orientation). which makes the instructional material very different from what most people think of as theory. Meanwhile, Gagne, et all (1992)states that the steps that must be taken in building a teaching material are the need for an analysis, objectives formulated in the framework, objectives to be achieved during learning, target identification, determining the abilities and character of learners, planning for the development of sustainable teaching materials, detailed planning ,

additional elements such as assessment and designing teaching materials. The design of teaching materials is based on several principles of human learning, usually the conditions under which learning occurs. Some of the time-tested principles of closeness, repetition, and reinforcement indicate some of the conditions outside the learner that can be incorporated into teaching. The variety of learning abilities and the conditions for their learning form the basis for lesson planning. Deriving from these principles is the reason for a set of practical procedures for the design of instructions .

As we know, effective speaking is a very important skill in this life (Ahmmed et al., 2020) . It is the skill they use most often to assess, and with which they can build a good social relationship, social solidarity, social rank, professional and business advancement, therefore speaking is a skill that requires comprehensive thinking from the speaker (Bygate , 2009: 7) . One of the fundamental problems in teaching foreign languages is to prepare students to be able to use the language. How this preparation is done, and how successful it is, is very much dependent on how we as teachers understand our goals. Speaking is an important aspect of language learning as both a second language and a foreign language and its success is measured by the ability of language learners to carry on conversations in the language being studied speaking is related to the ability to process messages so that the resulting speech is in accordance with the context of the conversation and therefore the resulting speech fulfills the objectives of the conversation. . In a process of developing and teaching teaching materials , various considerations are needed, one of which is culture.

Therefore, in developing speaking teaching materials, there are several aspects that must be passed in order to produce good teaching materials, Bao (2013: 413) states that the framework for developing speaking teaching materials must start with conceptualizing the needs of learners, translating needs into subjects. and communication situations, identifying verbal communication strategies, making use of the conditions of everyday life, designing skillful tasks. Meanwhile, to create effective teaching materials, oral communication materials must provide opportunities for students to actively (1) share and process information, (2) control meaning, (3) choose how to participate, (4) take advantage of effectiveness, (5) makes use of individual knowledge, (6) is aware of ellipsis in spoken language, and (7) is able to go beyond the Initiation-Respond-Feedback model.

Various problems that occur in the field today include a lack of reflection or analysis of what has happened in the past, especially the curriculum, which has become the reality of the status quo of the education process (Altae, 2020) . Lack of teacher capacity development, (Machû, 2015) , the need for pedagogical improvement and problems that may arise during learning, (Buchs et al., 2017) . There are still teaching materials that do not pay attention to the needs in the field (Menggo et al., 2019) . There is still a lack of reflection on the learning process that has been carried out, (Little, 2018) .

Another thing that is of concern in developing a teaching material is awareness of culture, where research conducted by (Chen et al., 1999; Grant, 2013; McLoughlin, C., & Oliver, 1999) found that explicit social and cultural understanding There needs to be in the learning process in building an effective communication, the interpretation of knowledge information will depend on the existing conceptual framework of the learner, the framework is culturally mediated and will serve to stimulate or limit the imagination. Therefore, a cultural study is needed in building a concept for developing teaching materials.

Another thing is expressed by (Gay, 2013) which (1) culture and differences are natural characteristics of humanity, and, therefore, must become normative characteristics of teaching and learning. Correspondingly, because class is a community in which to express and appreciate cultural differences, (Clarke et al., 1998) .

To manage the above conditions, various efforts are needed in developing a teaching material by increasing various sectors that support the birth of a quality teaching material that is in accordance with the interests of the world today, and this can be achieved by improving the quality of teachers (Daloglu, 2004) . The ability of teachers to see the concepts and interests of the future (Chvala, 2020) . The need for collaboration between faculties in developing teaching materials (Hartman et al., 2002) . Teachers must be prepared for all developments in the world of digitalization or ICT (Ghavifekr et al., 2014) . Ability to choose teaching techniques and strategies, (Rus, 2020) . Meanwhile, in terms of material to be developed, attention to culture is needed (Young, 2009) . Material and learning must support until the final result is achieved (Nastiti, 2014) . Teaching materials must pay attention to contextuality (Ampa et al., 2013) . Selection of teaching materials based on interest (Manurung, 2015) .

METHODOLOGY

This research will be conducted at Yarsi University with its address at YARSI Tower, Kav. 13th Floor 1, Jl. Letjend Suprpto No.1, RT.10 / RW.5, Cemp. White Tim., Cemp. Putih, Kota Jakarta Pusat, Special Capital Region of Jakarta 10510. The methodology applied in this research was qualitative ethnography that seek to explore the phenomenon occurred during analysis phases in designing speaking materials.

In this study, the subject or informant are English teachers, teaching materials, and other supporting tools for the development of teaching materials used during the development process. Moreover, students from Yarsi University included in this study were from all classes. Data obtained through observations, interviews using the concept of Spradley, Teachers and English students.

ANALYSIS DATA

Forms of ethnographic qualitative research data analysis are applied namely domain analysis, taxonomic analysis, and compositional analysis, cultural theme analysis, (Spradley, 1879). First, domain analysis, which is to obtain a general and comprehensive picture of the research object or social situation under study. Through general questions and detailed questions, the researcher finds certain categories or domains as a basis for further research. Second, to determine the structure of the taxonomic analysis, which is to describe the selected domains in more detail, to determine their internal structure. Done with focused observation. Third, the comparative analysis is an analysis that looks for specific characteristics of each internal structure by contrasting elements. The analysis was carried out as observation and selected interviews with contrasting questions (Contrast question). Fourth, the analysis of cultural themes, which is looking for relationships between domains, and how the relationships are with the whole, and so are expressed into themes.

RESULTS AND DISCUSSION

1. Need analysis

In conducting a needs analysis of the development of speaking teaching materials, there are several categories resulting from the domain of the needs analysis, including:

a) Ability analysis.

In conducting a needs analysis, teachers at Yarsi University pay attention to various things that support students in developing their ability to speak English. This ability analysis is carried out by considering various differences in student learning styles, as we know that there are about seven learning styles, namely: visual, aural, verbal, physical, logical, social, and solitary Bailey & Nunan, (2005) . This is a consideration for them in developing speaking teaching materials. "In conducting a needs analysis, we consider various sides and also the learning styles of students, and this is one of our references in developing teaching materials.

b) Priority Analysis

The next step carried out in the context of this needs analysis is to see the priority of the development of this speaking teaching material. " Another thing that is most important in this needs analysis is to see the priority of learning, here we adjust between what majors they take the pre-test results. Where these results will provide data to us about the initial abilities which will be a reference for us in determining levels and teaching materials later ".

c) Learning Problems

Another thing that concerns the developers of this teaching material is looking at learning problems "in needs analysis, another thing that becomes the basis for us to see this phenomenon is to pay attention to learning problems. This problem is our concern because it will have a very strong influence on the achievement of their goals at the end of the learning process later ".

d) Attitude to Learning

The last thing that is done in this needs analysis is the student's learning attitude. Based on interviews with English speaking instructional material developers , they argue that "in the process of developing this teaching material, learning attitudes are very influential in increasing their abilities at the end, therefore, this is something that gets our enough attention. We conduct an analysis of this which will later become a reference for us and teachers in developing teaching materials and learning processes in the classroom later "

2. Designing English Speaking Skills Teaching Materials

The design of teaching materials is a blueprint design that is carried out by the developer to produce a good guide in producing an output that becomes a reference in developing teaching materials. The university Yarsi perform various processes in designing instructional materials speak English. The developers in groups hold meetings in which the group consists of several people who have different backgrounds in teaching. There are those who have experience in ICT, teaching material development, and evaluation.

a) Development of Assessment Forms.

In conducting this appraisal draft, the developers draft the basis and priorities that they will use as a reference in conducting the assessment effectively. The design of this assessment is based on the preliminary analysis of requirements. In the needs analysis above, as we know, there are several needs that need to be used as a basis in developing teaching materials, namely priority needs, abilities, and teaching objectives. In this assessment design, Yarsi University combines an international standard, namely the CEFR (Common European Framework of Reference) which is an international reference in seeing a person's ability to understand foreign languages.

b) Choosing the form of teaching.

At this stage the college choose the way how the process of delivery of materials to be used by teachers in the classroom. The campus here provides flexibility for teachers to build learning delivery models by heeding the signs set by this developer group, including being learner-focused, communicative, contextual, relevant and fun. This basic concept is then used as a reference during the learning process. Here the teachers try to find different alternatives and options according to their needs and field conditions so that this communicative goal can be realized. Party Yarsi always ensure that any method that will be used by teachers to run well and be successful. To ensure this, the developer always discusses conditions in class and also provides feedback on what they are doing so that from the meeting, solutions and ideas must be implemented in the future so that the delivery process becomes better and more successful.

c) Teaching Media.

In terms of online, the instructors often use internet networks by accessing various learning sites, including YouTube, links, other social media as well as making personal videos with the aim of increasing creativity, communication and fun for learners on this campus. During the learning process in class, the pursuer always uses a combination of media in delivering lessons. Usually when the teacher enters the class, the learning process will begin by opening the textbook, after which the teacher will give various assignments to students which are carried out either individually or in groups. Meanwhile, to expand the enrichment and understanding of the instructor using an infocus screen to show additional material, besides that, online use of the internet is also carried out, usually this is used to do exercises directly and with more varied and up-to-date concepts.

d) Develop teaching methods.

In doing this, the instructor uses a variety of methods which essentially improve their communicative skills. Teachers are expected to provide the greatest possible opportunity for learners or students to use class time communicatively. The concept of discussion, debate, simulation, and speech are routine activities that are carried out both in class and outside the class. This is of course in accordance with the basic reference where teaching materials are developed based on the needs and backgrounds of students both personally and academically. For example, for the faculty of economics, the teaching materials given are more related to them and coupled with the adoption of the CEFR system where TOEIC is the basis of learning, simulation is one of the basics of teaching in the classroom.

3. Development of Teaching Materials for English Speaking Skills

At this stage, the researcher interviewed the developers of English speaking teaching materials about the stages and processes of how to design and develop speaking skills teaching materials. The first steps in this process are:

This is done by taking several initiatives, namely: 1. Newness. This novelty is carried out by developing teaching materials that are in accordance with the needs and the present. This has become a routine of this campus, where every semester the teaching material developers always consolidate in developing teaching materials so that at the beginning of each lecture students are always given new teaching materials according to their majors and their level of

ability. The updates of this teaching material are obtained from various contextual and practical sources, one of which is by doing the development itself by each teaching material developer, other sources that become references are sites in cyberspace, the teaching materials that have been developed are then present in the developer class to get feedback or input in order to improve the quality or improvement of the material .

a) Revision and Evaluation of English Speaking Skills Teaching Materials

The next steps that the teaching material developer took was making improvements and evaluating the teaching materials that had been developed by the team . Stages of improvement are carried out by using several stages starting from the discussion between the developer and the manager to the try out stage. R e vision of a tau p e r b a fish m e r up a k a n p r o s e s p e n y e m p u n a a n m o d u l e s e t e l a h m e m p e r o l l e r s e h s i g n a n d a r i k e g i a t a n t e s t c o b a d a n v a l i d a m a n . K e g i a t a n r e v i s i o n c o n t e n t s o f *the draft* m o d u l e b e r t u j u a n t o m a i l a y o k e a n f i n a l i s a m a n a t a u p e n y e m p u n a a n a k h i r y a n g k o m p r e h e n s i f t e r h a d a p m o d u l , s e h i n g g a m o d u l e r e a d y d i p r o d u k s i s e s u a i d e n g a n E n t e r m a n u a l l y a n y a n g d i p e r o l e h d a r i k e g i a t a n s e b e l u m n y a , t h e n p e r b a f i s h m o d u l h a r u s d o w n l o a d c a c o u p a s p e k - a s p e k p e n t i n g p e n y u s u n a n t h e m o d u l e b e t w e e n a r a n y a y a i t u ; a) . p e n g o r g a n i s a s i a n m a t e r i p e m b e l a j a r a n ; b) . p e n g g u n a a n m e t o d e i n s t r u k s i o n a l ; c) . p e n g g u n a a n b a h a s a ; d a n d) . p e n g o r g a n i s a s i a n t a t a t u l i s a n d p e r w a j a h a n . M e n g a c u p a d a p r i n c i p l e p e n i n g k a t a n m u t u b e r k e s i n a m b u n g a n , s e c a r a t e r u s d o w n l o a d e r u s m a t e r i a l s d a p a t d i t i N j a u u l a n g d a n p e r b a i k i .

b) Minimum completeness determination .

In learning at Yarsi University, the campus determines the minimum completeness rate, especially in English. The campus refers to the national standards and local standards set by the campus. Based on the results of the interview, “in determining the minimum completeness score, we are guided by KKNi standards and university standards. We take the reference university standard from the CEFR readability statistics where each class has its own achievement rate based on the initial conditions of the student. This applies to all levels with their respective standards ”.

In the process of dividing classes or levels, Yarsi University divides these into five (5) levels consisting of Step, For Better English (FBE), Express Your Ideas (EYI), Make Up Your Mind (MUYM), and Create Your Master. Piece (CWMP). Each level made refers to the CEFR standard where each level has a minimum level of completeness that they must reach at the end of the lesson.

c) Designing learning goals for English speaking skills

In this design stage, the speaking teaching material developers said that "in designing learning objectives, we refer to the KKNI standards set by the government, besides that we have self-developed standards based on the university's vision and mission, besides that we also collaborate on statistical references. Readability developed by ETS which is a reference in the CEFR (European General Framework of Reference), this collaboration aims to produce a comprehensive teaching material design that represents national competencies and is added with international competencies to create graduates who are competitive in the international world.

d) Scoring system

As we know, assessment is a tool used to collect or obtain evidence from a process, and through the assessment process, practitioners and policy makers make this evidence in making a policy. What is needed is a scoring system that provides decision-makers at all levels with good information on which they can base their decisions in support of learning. Within a comprehensive system, there is a place for different types of assessment tools and processes, which are used for different purposes at different levels of the national, provincial, district, campus and classroom systems.

Based on the interview with the teaching material developer, "in conducting this assessment we use various stages including formative, diagnostic, interim and summative assessments, and we do this comprehensively which in turn makes a comprehensive and accountable assessment." a comprehensive assessment system conducted by the teachers. And this aims to get a comprehensive picture of the learning process that takes place in the classroom.

4. Evaluation of English speaking skills teaching materials

In this section, the process of evaluating teaching materials becomes a study, which will discuss the stages carried out by teaching material developers in evaluating teaching materials that have been used in the teaching and learning process.

a) Situation analysis

At this stage, the researcher conducted an interview by asking what stages were carried out in the process of evaluating teaching materials. The instructional material developer answered

"The thing that concerns us in evaluating the teaching materials is analyzing the current situation to determine parameters. This step includes activities such as gathering background information and assessing existing constraints. For a teacher, this would naturally involve checking the movement logs of his students to get a frame of reference based on their abilities and information. After the parameters are set, we formulate goals and objectives , " .

b) Determine the purpose of the evaluation

Goals are statements of general goals, or desired outcomes and cannot be measured directly. Each goal must be translated into one or more specific, measurable goals. Thus, objectives are specific statements of what must be achieved and how well and are expressed in terms of measurable and measurable results. Goals can be process oriented or product oriented. Process objectives describe the desired results during the execution of the effort, and they are related to development and execution. Product objectives, on the other hand, describe the intended outcome as the result of the effort. Goals provide direction for all subsequent activity and goal attainment is ultimately measured. Goals, whether instructional or programmatic objectives, form the basis of all subsequent evaluation activities, and it is therefore imperative that they themselves be evaluated in terms of relevance, measurement, substance, and technical accuracy.

c) Selecting and developing measuring instruments

In terms of selecting and developing a reference for measuring teaching materials, the developer answers.

"Regarding what we choose and what we have developed in terms of teaching and testing, we refer to national standards, CEFR and campus standards, this combines national, international and local aspects"

From this we can see that the committee identified unmet needs from its analysis of the review tools available for teaching materials. We find, for example, that the Framework for the Review of Foundations for English education is designed for material covering one year or more of classroom activities, and that it only briefly addresses the question of whether the material being reviewed tends to lead to student learning and understanding (NSF, 1997).

DISCUSSION

The development of teaching materials is a challenge and a job that must be done by a teacher and it must be developed according to existing field conditions. A process of developing teaching materials, of course, requires a comprehensive and sustainable mechanism for the creation of quality and implementable teaching materials that are relevant to the existing environment.

Especially for teaching materials to speak English, the development of course requires an in-depth study for the creation of a product that can later be used universally in global communication by the speakers. The development of speaking teaching materials must be developed by looking at the real field conditions and where the current direction of communication is and how the concept of communication occurs in real life. Therefore, the design must be built from a needs analysis and ends in an evaluation position, this process must be carried out. by all parties for the creation of a teaching material that is relevant and applicable.

A teamwork, of course, plays an active role in producing an applicable teaching material. The involvement of teachers in this process is very important, where the teacher is an actor who plays an important role and becomes the front guard in the learning process. The conditions in the field show that there are still many teachers who have not been directly involved with the process of developing teaching materials and tend to rely more on existing textbooks so that this makes learning and teaching materials less relevant to the real life of learners.

Therefore, the concept of developing teaching materials that has been developed by Yarsi University which builds a community of teachers in developing teaching materials is a real and comprehensive solution in improving the quality of teaching and teaching materials.

The process that is currently being built by Yarsi University can be used as an example for other institutions in the process of developing teaching materials. and this has opened a good discussion space for all of us as instructional material developers to see and discuss how a good teaching material process should be carried out by the parties. The development of teaching materials by paying attention to various conditions and consistency in carrying out the steps academically will produce quality teaching materials and improve the teaching process in the classroom which in turn will improve the quality of education in Indonesia, especially in terms of English speaking skills at the top or university level.

There are several aspects that need to be considered by material developers during the production and development process of learning materials (Kahng, 2019: 7) . Materials and activities must support articulated learning outcomes that reflect what students should be able to do more at the end of the lesson. The topics, inputs, and activities used in the development of materials must be in accordance with the needs of students and the programs they take and the current conditions in which they are located (Ferdianto & Setiyani, 2018) . To support material development, it is advisable to carry out a thorough process based on an accepted model starting with a needs analysis before developing material for a particular course. The needs analysis defines the target population, their needs, wants, and shortcomings, the material content, and the skills needed to meet the objectives (Cahyadi, 2019) .

The success of a lesson has a lot to do with how well the developer's subject matter manages to match the material content with the student's background (Zuriah et al., 2016) . Learning outcomes must reflect the measurable skills, abilities, knowledge, and values that students must be able to undertake or demonstrate as a result of completing the course. To translate the results into course content, material developers must think about what language skills or functions will show the achievement of learning outcomes (Pentury, 2017) . Material developers also need to reveal the knowledge and skills students already have and what they still need. How the language functions will be carried out in the course through certain activities must also be in accordance with the wants and needs of students.

In short, the material developer must consider the principles of language teaching to meet the needs and desires of learners. The materials need to be developed in such a way that the teacher can use them as a resource and not have to follow them as scripts.

Developing teaching / learning materials for English is more demanding than that for general English because the availability of English learning materials in public is very rare. Therefore, it is suggested that English teachers develop their own specific material for the learner's own target language. In developing English learning materials, every teacher can follow any approach he is familiar with and he can develop his teaching material by applying the principles and procedures for teaching material language including formulating teaching objectives and their syllabus, adapting and or adding to existing materials, and or creating them. own ingredients.

The same specific language level for the same level of students may have different teaching / learning materials especially if the material is developer and the level of proficiency of the students is different. Because of this, there will never be perfect teaching / learning materials that can be used anywhere, anytime for the same level of students. This is why I strongly recommend that a teacher develops her own teaching material that has a specific target learner. If a teacher has to use a textbook for some reason, he still has to adapt it to the target learners. There may be some sections of the textbook that are not exactly suitable for target learners. The teacher is somewhere in the middle where she uses textbooks for her learners to learn but there is also some space for each teacher to contribute.

The development of teaching materials that is carried out comprehensively by involving direct teachers is an ideal model that should be carried out by all educators. This research shows that there is a need to re-establish this ideal concept in all subject lines. And to the parties concerned, this must be a concern in order to restore the teaching concept by synchronizing with the development of teaching materials, so that there is a strong consolidation that emerges between the two, which in turn will produce a highly competitive quality of education.

This research is an ethnographic study that looks at how a phenomenon in the development of teaching materials is carried out in a university in Indonesia. This study is limited in time and quantity, therefore a further research is needed to see this phenomenon more massively so that it will describe the field atmosphere in more detail.

The development of teaching materials that involves teachers and other related parties needs to be encouraged so that the ideal concept of developing teaching materials can be created well, especially for speaking subjects. Global education that continues to change with various issues and models requires developers to quickly adapt in creating teaching materials that are in accordance with the context of the times. In addition, there needs to be a serious concern for all parties to ensure that this ideal model must be carried out by all institutions in the world of education.

CONCLUSION

In the context of needs analysis, as we know that this plays a very important role in the formation of a quality of teaching materials , (Menggo et al., 2019) , in line with this, the campus has taken comprehensive and synergistic steps to present a skill that is It is very much needed by students (Ahmed et al., 2020) by conducting various surveys and data collection when students take the entrance selection examination and also when they register to take English courses on the campus. Another thing that is done by the management is to involve teachers in the process of developing teaching materials as a whole in order to achieve comfortable and fun teaching materials so that the learning process can provide a comfortable atmosphere for them (Leong & Ahmadi, 2017) . Especially in terms of needs analysis.

In the process of designing teaching materials, Yarsi University does various things to meet the needs and desires and goals to be achieved by the campus, including by doing a value design, where here Yarsi builds an assessment concept so that the teaching materials are designed in accordance with the assessment concept later. Another thing is to build a teaching concept map which is a blueprint for teachers in teaching, this is also open to later adjustments in the field, but here we can see that the campus thinks about this well and comprehensively. In addition, the campus also emphasizes the importance in the process of developing this teaching material combining ICT and teaching materials, (Scott et al., 2007) , this shows that there is a synchronization of a good education system by following the times and the concept of educational development national and development of knowledge of the natural surroundings, (Yucel & Ozkan, 2015) . In addition, teachers are expected to provide the greatest possible opportunity for learners or students to use class time communicatively, the opportunity to express their interests and build their abilities and confidence, (Torres

Cepeda, 2019) . The concept of discussion, debate, simulation, and speech are routine activities that are carried out both in class and outside the class. This is of course in accordance with the basic reference where teaching materials are developed based on the needs and backgrounds of students both personally and academically (Srilakshmi & Jayasree, 2018) .

It other with respect to the development of teaching materials is good coordination had been awakened in the campus. This can be seen from the existing communication construction that has been built so well between all stakeholders involved in the process of developing these teaching materials . In addition, the coordination system has also been developed properly and neatly in the process of developing English speaking teaching materials . The developers have a meeting system that has been scheduled and convenient places are also available which support them in building a competent teaching material. Based on the results of the questionnaire needs analysis, the target needs of students at Yarsi University from various majors are as follows: In terms of needs, it can be concluded that the goal of students learning English in the English Language Program in an academic context is to enable them to master more related communication contexts. with their study program so that they can communicate in English properly. Meanwhile, in the context of everyday life, the main goal of students to study English in the English Language Program allows them to master a more atmosphere of communication related to their daily lives so that they can communicate with people appropriately. In addition, most students admit that they need to improve their speaking skills so that in the future they can continue to study abroad.

Based on ethnographic case studies of English speaking classroom culture and related studies highlighted in this study, a shift in teachers' perceptions of effective teaching strategies is possible with continued exposure to appropriate professional development. In this ethnographic case study, adult key informants reflect their roles and responsibilities as science teachers. He acknowledges that the shift in perception is the result of experience throughout his career and exposure to ongoing professional development opportunities. In several related studies, classroom teachers made decisions about how and what to teach based on several factors: what they knew about teaching based on their own learning experiences, how they followed the teacher training process to become certified teachers, and the pedagogical knowledge they acquired. from teaching in the classroom (Casey, 2004; Johnson, 2004, Martin, 2008; Molotsky, 2011). Each teacher in this study responded

differently to the changes made in the curriculum to increase success. Overall, there is a shift in belief; however, the hope for these teachers to continue using the new curriculum must be sustained by those developing the curriculum as well as school principals, department heads, and / or department heads.

In conducting an evaluation of teaching materials, signs are needed in doing so so that the evaluation can actually give birth to a clinical trial of teaching materials which in turn can produce a scientific study in seeing the condition of a teaching material and can also be used as a future reference in building more teaching materials. good and comprehensive.

The stages that must be passed by the teaching material developer in evaluating it are by conducting a situation analysis, where the first stage is to see and make clear parameters and in accordance with the needs analysis at the beginning of designing the teaching material. In addition, the purpose of the evaluation will greatly determine what kind of model the development and evaluation team will run later. The next stage is to determine and select a measuring instrument that is clear in accordance with the wishes and standards set at the beginning. With the appropriate measurement tool, then the results will be obtained will be able to represent the achievements and challenges that are and will be faced by developers, students and the college management in view of the phenomenon of more comprehensive teaching material and measurable.

Thus, an evaluation will be very useful in seeing the extent of success and also the obstacles that exist in the field and can also be a reference in revising or replacing a teaching material in accordance with the wishes and standards set by an institution.

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