The Role of Evaluation in the Selection of Learning Materials for a Dynamic Curriculum

Winda Sri Handayani[1*], Ninda Alfia[2], Hariyatun[3], Muamaroh[4], Koesoemo Ratih[5]
[12345]Universitas Muhammadiyah Surakarta, Surakarta, Indonesia
***Correspondence Author Email**: windasrihandayani2@gmail.com

Abstrak: Penelitian ini bertujuan untuk mengeksplorasi bagaimana guru mengevaluasi dan memilih bahan ajar yang tepat untuk memastikan keselarasannya dengan tujuan pembelajaran dan kebutuhan siswa. Dengan menggunakan pendekatan kualitatif deskriptif, data dikumpulkan melalui analisis dokumen dan wawancara terstruktur dengan para guru. Analisis difokuskan pada kriteria yang digunakan dalam proses evaluasi, tantangan yang dihadapi dalam memilih bahan ajar, dan strategi untuk mengatasi tantangan tersebut. Hasil penelitian menunjukkan bahwa para guru memprioritaskan relevansi materi ajar dengan tingkat pemahaman dan tujuan pembelajaran siswa. Namun, mereka sering menghadapi kendala seperti anggaran yang terbatas, keterbatasan akses ke bahan ajar yang berkualitas, dan keterbatasan waktu untuk melakukan evaluasi. Terlepas dari tantangan-tantangan tersebut, para guru menunjukkan kreativitas dengan mengadaptasi materi yang ada dan memanfaatkan sumber daya lokal. Studi ini menyimpulkan bahwa evaluasi memainkan peran penting dalam memastikan kualitas bahan ajar, sementara pendekatan yang kreatif dan fleksibel membantu guru mengatasi tantangan secara efektif. Temuan ini menggarisbawahi pentingnya mengintegrasikan evaluasi dan inovasi dalam pemilihan bahan ajar untuk meningkatkan proses belajar mengajar dalam kerangka kerja kurikulum yang dinamis.

Kata kunci: Evaluasi, Materi Pembelajaran, Kurikulum Dinamis, Pendidikan, Pemilihan Materi

*Abstract**: This study aims to explore how teachers evaluate and select appropriate teaching materials to ensure their alignment with learning objectives and student needs. Using a descriptive qualitative approach, data were collected through document analysis and structures interviews with teachers. The analysis focused on the criteria used in the evaluation process, challenges faced in selecting materials, and strategies to overcome these challenges. The results indicate that teachers prioritize the relevance of teaching materials to students' levels of understanding and learning objectives. However, they often face constraints such as limited budgets, restricted access to quality mterials, and time constraints for conducting evaluations. Despite these challenges, teachers demonstrate creativity by adapting existing materials and utilizing local resources. This study concludes that evaluation play a crucial role in ensuring the quality of teaching materials, while creative and flexible approaches help teachers address challenges effectively. These findings undercore the importance of integrating evaluation and innovation in teaching material selection to enhance the teaching and learning process within a dynamic curriculum framework.*

Keywords: Evaluation, Learning Materials, Dynamic Curriculum, Education, Material Selection*

INTRODUCTION

Evaluation in material selection is a process to ensure that the selected material is really suitable and useful for students. By conducting an evaluation, the teacher can assess whether the material is suitable for the learning objectives, interesting for students, and remains in line with the development of education. This evaluation helps teachers select the most effective materials to support student learning.

Evaluation in the learning process is the process of assessing the value or quality of something, which requires thorough examination, assessment and ranking based on certain criteria. In education, teacher evaluation is a commonly used tool to assess the quality of teaching and provide constructive feedback to educators (Alwaely et al., 2023). Kadwa & Alshenqeeti, (2020) highlight that there is no absolute measure of whether an evaluation is good or bad, but rather it depends on the degree of conformity to the desired goals. This perspective implies that teacher evaluation should be goal-driven, focusing on whether the goals set for student achievement have been achieved. Despite its widespread application, gaps in understanding the impact of teacher evaluation on professional growth and academic performance remain (Alwaely et al., 2023). To be effective, an evaluation system must go beyond analyzing student test scores or conducting basic assessments. It should incorporate professional standards, clear performance criteria and a variety of tools and procedures, such as self-assessment, peer mentoring, mentor coaching and supervisor evaluation. In addition, the system should encourage the collection of evidence to support professional growth and inform key decisions (Sayavedra, 2013). He also identified two types of teacher evaluation: summative and formative. Summative evaluation focuses on measuring and assessing teachers, while formative evaluation aims to promote teacher development and continuous improvement.

Furthermore, the preparation of teaching materials is an important responsibility for teachers to achieve educational success. These materials serve as an important medium to convey knowledge to students. Teaching materials play an important role in the language teaching and learning process, as achieving learning objectives will be difficult without the right learning resources. According to (Gultom, 2016), learning materials are needed to organize the teaching and learning process and must be tailored to the needs of students. This perspective is in line with (Rohimajaya et al., 2021), who state that effective language materials must be in accordance with the characteristics of learners, teachers, and learning contexts. In addition, the material must be adapted to the level and capacity of students, so as to reduce the potential for learning difficulties (Fatihaturosyidah & Septiana, 2019). To maximize learning outcomes, it is crucial to design materials that foster fun and engaging experiences, as such approaches encourage students to enjoy learning more (Syafii et al., 2022). Nikoopour & Farsani (2011) further expand the definition of learning materials, noting that learning materials include any resource that facilitates language learning. This can include literature, songs, newspapers, magazines, non-fiction books, and even radio or television programs (Rohimajaya et al., 2021).

In addition, the implementation of a dynamic curriculum is also important in supporting educational success. (Saad, 2023) explains that a dynamic curriculum refers to an educational framework that is flexible and adaptive to the changing needs, interests and conditions of students, society and the educational context. It is designed to evolve and adapt over time to remain relevant, engaging and effective in achieving its goals. With this approach, a dynamic curriculum not only provides flexibility but also ensures real-world relevance and technology integration. In addition, this approach encourages adaptability, critical thinking, and cross-disciplinary understanding, which

helps prepare students for sustainable careers while instilling the values of social responsibility and sustainability. The dynamic approach to curriculum development emphasizes the importance of process in curriculum design, allowing for changes at any stage and at any time as needed. This signifies that specific teaching conditions and procedures become more important than simply establishing knowledge-related outcomes. In dynamic curriculum design, process is central, as described by (Wei, 2021). Procedural principles are designed before detailed planning begins, all activities are organized based on these principles, and course assessment is conducted through monitoring the process and learning outcomes. Given that teaching is a complex process with many constantly changing factors, the curriculum should be dynamic and non-linear, able to adapt to various situations to meet the diverse needs of students.

The selection of teaching materials is an important stage in curriculum development and learning implementation. The selection of teaching materials must consider learning objectives, student characteristics, and the learning context (Thorndike, 2006). The right teaching materials will facilitate an effective and meaningful learning process. In the process of selecting teaching materials, relevance is the main aspect, where teaching materials must be in accordance with learning objectives and student needs. According to (Merrill, 2007), relevant teaching materials can increase student motivation and engagement. In addition, the quality of teaching materials is also very important, including the accuracy of information, clarity, and reliable sources, as confirmed by (Reigeluth, 2013), that the quality of teaching materials has a direct effect on learning effectiveness. The accessibility of teaching materials must also be considered, including the format, language, and technology that makes it easy for students to access them. (Mayer & Clark, 2016) show that accessibility can increase student participation in learning. Variations of teaching materials are also needed to accommodate students' various learning styles, in accordance with (Friedman, 1985) theory of multiple intelligences which states that students have diverse ways of learning. Finally, student involvement should be a priority in the design of teaching materials, where teaching materials are designed to encourage active student participation. (Bonwell & Eison, 1991) explain that active learning approaches can improve students' understanding and retention of information.

The problems of this study focus on two main issues. First, how do teachers use evaluation to select appropriate teaching materials? Second, what obstacles do teachers face in choosing teaching materials that are both interesting and easily accessible? These questions aim to explore the methods and challenges involved in selecting effective resources for teaching purposes.

METHOD

This research uses a qualitative descriptive method, which aims to describe the research results in detail and accurately (Furidha, 2023). This qualitative method uses non-numerical data to understand how individuals live, think, and respond to various situations (Oranga & Matere, 2023). The data in this study were obtained from literature studies, including books and journals written by experts focusing on evaluation in teaching materials. The data collection process was conducted through document

analysis. (Morgan, 2022) explained that document analysis is a widely used research method, which involves systematic review of various types of documents, such as books, newspaper articles, and academic journal articles. With this method, researchers can explore relevant and in-depth information to support research analysis and findings.

This study used a descriptive qualitative approach to explore in-depth information about the evaluation process in the selection of teaching materials. Data were collected through two main techniques: document analysis and structured interviews. Document analysis was conducted by reviewing guidebooks, academic journals, curricula, adn other relevant documents containing information on the evaluation of teaching materials. This approach followed the systematic steps proposed by Morgan (2022), namely reading, marking important points, and identifying key themes.

Structured interviews were conducted with three teachers from different levels of experience. Interview questions covered criteria for evaluating teaching materials, challenges in selecting materials, and strategies to overcome them. Interview data were analyzed using thematic analysis method (Braun & Clarke, 2006), which involved grouping data based on key themes such as relevance of teaching materials, accessibility constraints, and creativity in utilizing resources. To increase the validity of the data, triangulation was conducted by comparing the results of interviews, document analysis, and related literature.

RESULT AND DISCUSSION
Using Evaluations to Select Appropriate Teaching Materials

Teachers use evaluation to select appropriate teaching materials by assessing their suitability and effectiveness. This process includes assessing students' abilities, matching materials to learning objectives, and using specific criteria to achieve optimal learning outcomes. The following are the main aspects of the evaluation process.

Teachers usually use evaluation modules to measure students' level of understanding, so that they can select teaching materials that suit their needs (Che-Jen et al., 2009). This method makes it easier for teachers to find the right teaching materials quickly and overcomes the problem of material mismatch, especially in network-based learning.

The process of selecting teaching materials generally uses recognized standards and professional judgment, especially when time is limited to conduct an in-depth analysis (Payne, 1991) and it is recommended to conduct the selection process in two stages, starting with assessing the potential learning outcomes and then ascertaining the effectiveness of the selected materials (Carey & Carey, 1980).

Teachers are encouraged to review the curriculum materials in depth in order to match the learning objectives that have been set (Gall, 1981). It is important to conduct formative evaluations to provide appropriate advice on how to use the teaching materials effectively in the classroom (Carey & Carey, 1980).

While evaluation is important for selecting appropriate teaching materials, some argue that over-reliance on standardized criteria may miss innovative and unique

teaching materials that can enhance learning. Therefore, there is a need for flexibility in evaluation methods to suit various teaching situations (Ya-Ni, 2007).

Teachers' Constraints in Choosing Interesting and Accessible Teaching Materials

Teachers often experience constraints in conducting evaluations to select interesting and accessible teaching materials. This can affect their choices in teaching and how effective their teaching is overall.

Teaching materials play a crucial role in the effectiveness of classroom instruction. Teachers often prioritize functionality and accessibility when selecting materials, favoring resources that provide immediate benefits in the classroom setting. Accessibility is equally important, as materials need to be easily available to ensure their proper use (ÖZBEY & ÖZMANTAR, 2023). Familiarity also influences the selection process; teachers tend to choose materials that students are already acquainted with, as this can increase student engagement and interest. Additionally, the teacher's proficiency in utilizing the material plays a significant role in determining its suitability (ÖZBEY & ÖZMANTAR, 2023).

However, financial and institutional constraints often limit the options available to teachers. Budget limitations can make it challenging for educators to acquire high-quality teaching materials, particularly in public schools where funding is insufficient (Issa et al., 2023). The lack of government support and ineffective procurement planning further exacerbate this issue, creating additional barriers for teachers in accessing the resources they need (Issa et al., 2023).

Professional experience and peer influence also shape the choices teachers make when selecting teaching materials. Experienced teachers often rely on their peers' recommendations rather than solely focusing on specific content (Reichenberg, 2014). Collaborative discussions with colleagues can provide valuable insights and foster a collective approach to resource selection, enabling teachers to make better-informed decisions (Reichenberg, 2014). These factors collectively highlight the complexities involved in choosing effective teaching materials while balancing practical challenges and professional considerations.

Although these constraints are considerable, some teachers feel that teaching in creative ways can help overcome these problems and utilize existing resources to improve student learning.

The interview results show that teachers use evaluation to select teaching materials that suit students' needs and learning objectives. Teachers consider that the suitability of the material to the students' level of understanding is a top priority. One teacher said: "I always make sure that the materials I choose are suitable for my students' abilities so that they don't find it difficult." This approach is in line with the view of Che-Jen et al (2009) who emphasize the importance of student ability-based teaching materials.

In addition, the interviews also revealed several obstacles that teachers often face in selecting teaching materials. The main constraints are limited funds, access to quality teaching materials, and limited time to conduct in-depth evaluations. One teacher stated: "our school budget is limited, so we often use makeshift materials." This is consistents

with the findings of Issa et al. (2023) who highlighted the impact of budget constraints on the procurement of teaching materials.

However, teachers also show creativity in overcoming these constraints. Some teachers use teaching materials from local resources, such as free online articles, or adapt old teaching materials to make them more relevant. One teacher said: "sometimes I change old materials to fit the current learning context." This strategy reflects the importance of flexibility, as proposed by Ya-Ni (2007).

The discussion shows that evaluation of teaching materials involves not only formal analysis, but also creativity and adaptation to the situation. Flexible and innovative evaluation allows teachers to select relevant teaching materials despite limitations. With this approach, teachers can provide meaningful learning experinces for students, while supporting the achievement of dynamic curriculum objectives.

CONCLUSION

This study highlights the crucial role of evaluation in selecting appropriate learning materials to enhance the teaching and learning process. Evaluation enables teachers to assess the relevance, effectiveness, and accessibility of materials, ensuring they align with learning objectives and student needs. By implementing a thoughtful evaluation process, educators can create a more engaging and meaningful learning experience. However, the study also recognizes the significant challenges faced by teachers, including limited budgets, inadequate institutional support, and reliance on peer recommendations. These challenges can restrict access to high-quality materials and impact teaching outcomes. Despite these obstacles, teachers can overcome these limitations through creative and flexible approaches, leveraging available resources effectively and fostering collaborative discussions with peers. Ultimately, adopting a dynamic and adaptable curriculum, coupled with rigorous evaluation methods, ensures that teaching materials remain relevant, accessible, and impactful. This approach not only supports teachers in addressing diverse student needs but also contributes to a richer, more inclusive educational experience for all.

REFERENCES

Alwaely, S. A., El-Zeiny, M. E., Alqudah, H., Alamarnih, E. F. M., Salman, O. K. E. I., Halim, M., & Khasawneh, M. A. S. (2023). the Impact of Teacher Evaluation on Professional Development and Student Achievement. *Revista de Gestao Social e Ambiental*, *17*(7), 1–11. https://doi.org/10.24857/rgsa.v17n7-022

Bonwell, C. C., & Eison, J. A. (1991). Active Learning: Creating Excitement in the Classroom. 1991 ASHE-ERIC Higher Education Reports. In *ASHE-ERIC Higher Education Report*.

Carey, J. O., & Carey, L. M. (1980). Using formative evaluation for the selection of instructional materials. *Journal of Instructional Development*, *3*(3), 12–18. https://doi.org/10.1007/BF02909013

Friedman, P. (1985). Book reviews: Gardner, H. (1983). Frames of mind: The theory of multiple intelligences. *Gifted Child Quarterly*, *29*(2), 94–95.

Furidha, B. W. (2023). Comprehension of the descriptive qualitative research method: A critical assessment of the literature. *ACITYA WISESA: Journal of Multidisciplinary*

Research, *2*(4), 1–8. https://journal.jfpublisher.com/index.php/

Gall, D. meredith. (1981). *Handbook for Evaluating and Selecting Curriculum Materials*. Allyn and Bacon.

Gultom, U. A. (2016). *Developing English Learning Materials for Nursing Students of Borneo University of Tarakan*. *3*(2), 224–234. http://dx.doi.org/10.21831/lt.v3i2.11141Permalink/DOI:http://dx.doi.org/10.218 31/lt.v3i2.11141

Hsien, Che-Jen., Chen, Chyun-Chyi., Li, T.-H. (2009). *Network learning system with evaluation mechanism to select suitable teaching materials for users.*

Issa, I. M., Matuga, R. S., Muhina, K. S., & Makassyt, L. (2023). Factors Constraining Purchasing of Teaching and Learning Materials in Public Primary Schools in Dar Es Salaam-Tanzania. *International Journal of Social Science Research and Review*, *6*(7), 730–747. https://doi.org/10.47814/ijssrr.v6i7.1305

Kadwa, M. S., & Alshenqeeti, H. (2020). International Journal of Linguistics, Literature and Translation (IJLLT) The Impact of Students' Proficiency in English on Science Courses in a Foundation Year Program. *International Journal of Linguistics, Literature and Translation (IJLLT)*, *3*(11), 55–67. https://doi.org/10.32996/ijllt

Mayer, R. E., & Clark, R. C. (2016). *Why is e-Learning and the Science of Instruction important?* https://onlinelibrary.wiley.com/doi/

Merrill, M. D. (2007). *First Principles of Instruction : A synthesis Running head : First Principles of Instruction First Principles of Instruction : A synthesis M David Merrill Utah State University*. *January 2007*.

Morgan, H. (2022). Conducting a Qualitative Document Analysis. *Qualitative Report*, *27*(1), 64–77. https://doi.org/10.46743/2160-3715/2022.5044

Nikoopour, J., & Farsani, M. A. (2011). English language teaching material development. *Journal of Language and Translation*, *2*(2), 1–12. http://ttlt.azad.ac.ir/article_531664_a5cf544dbdb1db8fde9616f545009c0e.pdf

Oranga, J., & Matere, A. (2023). Qualitative Research: Essence, Types and Advantages. *OALib*, *10*(12), 1–9. https://doi.org/10.4236/oalib.1111001

ÖZBEY, N., & ÖZMANTAR, M. F. (2023). Material Features That Determine the Activity Preferences of Mathematics Teachers. *E-Kafkas Eğitim Araştırmaları Dergisi*, *10*(1), 18–36. https://doi.org/10.30900/kafkasegt.1163539

Payne, A. (1991). Evaluating educational materials for patients. *Journal of Nursing Staff Development*, *7*(6), 290–291.

Reichenberg, M. (2014). *IARTEM e-Journal Volume 6 No 2 Volume 6 Number 2 Predicting Teachers ' Choice of Teaching and Learning Materials : A Survey Study with Swedish Teachers*. *6*(2), 71–93.

Reigeluth, C. M. (2013). Instructional-design theories and models: A new paradigm of instructional theory. *Instructional-Design Theories and Models: A New Paradigm of Instructional Theory*, *2*(April 1999), 1–715. https://doi.org/10.4324/9781410603784

Rohimajaya, N. A., Sudirman, A., & Hamer, W. (2021). Developing English Materials for the Students of Information System Department at Technology and Information Faculty, Mathlaul Anwar University Banten. *Language Circle: Journal of Language and Literature*, *15*(2), 241–248. https://doi.org/10.15294/lc.v15i2.26275

Saad, A. F. (2023). The Use of Blogs as a Dynamic Curriculum. *Online Submission*, 319–333.

Sayavedra, M. (2013). *Teacher evaluation procedures*. 97–132. https://doi.org/10.1787/9789264172616-7-en

Syafii, M. L., Buntoro, G. A., Sugianto, A., Nurohman, & Sutanto. (2022). A Conceptual

Model of Culture-Based English Learning Materials in Indonesia. *International Journal of Learning, Teaching and Educational Research*, *21*(10), 50–63. https://doi.org/10.26803/ijlter.21.10.3

Thorndike, E. L. (2006). The conditions of learning. *The Psychology of Arithmetic.*, *1987*, 227–265. https://doi.org/10.1037/11080-012

Wei, R. (2021). The Dynamic Models in School-based Curriculum Development and College English Reform in Mainland China. *Teacher Education and Curriculum Studies*, *6*(2), 61. https://doi.org/10.11648/j.tecs.20210602.13

Ya-Ni, Z. (2007). *Literature Review of Material Evaluation*. *4*, 28–31.