



## Analysis of Program Learning Outcome As A Result of Curriculum Evaluation In Higher Education

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### ABSTRACT

**Objective:** One measure of achieving educational goals in higher education is the achievement of program learning outcomes (PLO). This learning achievement needs to be monitored and evaluated to develop the curriculum of the study program. This research aims to analyze the learning outcomes of undergraduate programs in building construction education. **Method:** This research is a type of evaluation research. The research subjects were all courses in The Undergraduate Program of Building Construction Education, Faculty of Engineering, Universitas Negeri Surabaya. Data collection techniques used documentation and observation. Data analysis used quantitative descriptive techniques. **Results:** The results of this study indicate that based on the evaluation of learning outcomes, several courses have yet to reach the achievement limit (below 75). Therefore, the study program needs to formulate actions that can be taken to improve this condition. The improvement plan is highly dependent on the study program's objectives, graduate users' needs, and each course's characteristics. **Novelty:** The novelty of this research is the differences in instruments, research subjects, time, and specific learning outcome programs in the building construction education study program.

27

### INTRODUCTION

Education is a learning process that aims to develop individual potential intellectually, emotionally, socially, and morally. Through education, a person gains the knowledge, skills, values, and attitudes needed to function effectively in society and live a productive and meaningful life. Education can occur in various contexts, including schools, families, communities, and through everyday life experiences (Blossfeld & von Maurice, 2019; Darling-Hammond et al., 2020). Education is not only limited to the transfer of knowledge from teacher to student but also includes the development of critical thinking skills, creativity, collaboration, and social skills (Supena et al., 2021). In addition, education plays a vital role in forming one's character and personality, instilling ethical, moral, and civic values necessary to live in a civilized and peaceful society (Birhan et al., 2021; Intania & Sutama, 2020).

The purpose of education is one of the fundamental aspects of the education system that is the basis for curriculum development, teaching methods, and learning evaluation. In general, the purpose of education can be divided into several categories, which include intellectual, moral, social, and practical skills (Kopnina, 2020). The ultimate goal of education is to help individuals reach their maximum potential and contribute positively to society (Leicht et al., 2018). 21st-century education is a concept that refers to the transformation of the education system to meet the needs of an

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