**MATHEMATICS EDUCATION CURRICULUM EVALUATION USING THE CIPP MODEL IN VIEW OF CONTEXT**

Stevi Natalia1, Santri Chintia Purba2, Gita Meilisa Situmeang3

1,2,3 Pendidikan Matematika, Universitas Kristen Indonesia, Indonesia

stevi.natalia@uki.ac.id

**ABSTRACT**

This study aims to evaluate a curriculum based on the Indonesian National Qualifications Framework implemented in one of the mathematics education study programs. This research was conducted to improve the quality of teaching in the mathematics education study program. The method used in this research is a qualitative approach which is analyzed in stages according to Miles and Huberman (1994), namely data reduction, data presentation, verification and drawing conclusions. The curriculum evaluation model used is the Context, Input, Process, and Product model, also known as the CIPP Model, but this paper will only explore studies based on the context that occurred in Indonesia. The components of the context studied in this study include the vision, mission and objectives of the study program, graduate profiles, achievements, competencies and course structure, stakeholder involvement and related policy documents applicable in Indonesia. The average evaluation achievement based on conformity with the prevailing context in Indonesia is 97.14%, but the suitability of graduates with the profile of graduates in the curriculum is 48.57%. These data provide opportunities for further evaluation to find out the cause of the insignificance that occurs between the suitability of the curriculum context used and the suitability of graduates for the work field profile determined by the curriculum.

Keywords: curriculum evaluation, CIPP, context