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EVALUATION OF THE CIPP MODEL ON THE MERDEKA CURRICULUM AT SMP 2 PALEMBAYAN

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Abstract

By using of the CIPP evaluation model of SMP 2 Palembayan, this research seeks to study the application of the CIPP (Context, Input, Process, Product) evaluation model, students learning outcomes in the field of English. This test is a subjective exploration that uses the CIPP model by assessing each part of the setting, information, interactions, and items to achieve a continuously evolving experience. English teachers, curriculum representatives, and the principal at SMP 2 Palembayan served as the data sources for the study. Observation instruments were used to collect primary data, and interviews and photographs were used to collect secondary data. After that, the observation data was analyzed quantitatively, while the interviews and data analysis were analyzed descriptively and qualitatively. The results showed that the conditions for implementing learning and learning activities at SMP 2 Palembayan were said to be very effective when learning was carried out.

Keywords: Evaluation, Cipp Model, Merdeka Curriculum

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INTRODUCTION

Education is an important foundation in preparing the younger generation to face the demands and challenges of the future. Amidst the rapid and complex development of the times, curriculum is one of the key elements in ensuring relevant and effective learning for students. Merdeka Curriculum is a new approach in the education system in Indonesia that aims to provide freedom and flexibility to learners in choosing a learning path that suits their interests and talents (Ekayana & Ratnaya, 2022).

Merdeka Curriculum is a curriculum concept introduced by the Indonesian Ministry of Education, Culture, Research and Technology (Kemendikbudristek). This concept aims to change the paradigm of teacher-centered education and rigid curriculum to a more flexible and learner-centered one. Literally, "Merdeka curriculum " means "learning independently" or "learning with freedom". Merdeka curriculum emphasizes the importance of giving learners the freedom to organize and manage their own learning process according to their individual interests, talents, and needs.

In Merdeka Curriculum, students are considered as active subjects in the learning process, while the teacher acts as a facilitator, motivator, and companion in students' learning journey. Learners are given the freedom to choose subjects, learning methods, and learning resources that suit their interests and needs. The main principles of Merdeka Curriculum include providing freedom of learning, providing freedom to choose subjects and learning methods, recognizing learning outcomes outside of school, and providing opportunities for lifelong learning (Inniyah & Mulawarman, 2021).

The aim of this curriculum is to develop learners who have intelligence, skills, positive attitudes, and the ability to continue learning in the era of globalization. The Merdeka Curriculum also encourages the use of information and communication technology in learning, such as the use of the internet, mobile applications, and online platforms, to support access and ease of obtaining knowledge and learning resources. Through the Merdeka Curriculum, it is hoped that students can develop their full potential, gain knowledge that is relevant to real life, and become creative, innovative, and competitive individuals in facing future challenges.

Merdeka Curriculum is an educational initiative introduced in Indonesia. This initiative has several advantages that can benefit students and the education system in general. One of the main advantages of Merdeka Curriculum is its flexibility. This

curriculum gives students the freedom to choose the subjects they want to study, choose appropriate learning methods, and adjust their learning pace. This allows students to study things they are interested in or according to their needs and interests (Amalia et al., 2023).

The Merdeka curriculum encourages the development of broader student skills than just academic knowledge. The curriculum emphasizes the development of skills such as creativity, innovation, leadership, social skills, and problem-solving skills. This helps students to be better prepared to face real-world challenges after graduation. In Merdeka Curriculum, each student is considered an individual with unique needs and potential. This curriculum allows students to learn according to their own pace and learning style. This provides an opportunity to meet students' individual needs and help them reach their maximum potential (Wardiyah et al., 2023).

Evaluation in the Merdeka Curriculum has an important role in measuring students' competency achievement. Evaluation must cover the learning process that occurs, including the teaching strategies used, the interaction between teachers and students, and students' activeness in participating in learning. This evaluation can involve direct observation, formative assessment, and feedback from students. Evaluation must pay attention to the achievement of competencies expected in the Merdeka Curriculum. Competencies can include cognitive, affective, and psychomotor aspects. This evaluation can involve task-based learning outcomes assessment, portfolios, projects, or exams.

Evaluation in Merdeka Curriculum must also pay attention to students' individual progress and the development of their potential. Students should be given the opportunity to measure and monitor their personal development, as well as create learning plans that suit their interests and goals. Evaluation in the Merdeka Curriculum must provide constructive feedback to students, both regarding their successes and areas that need improvement. This feedback can help students to identify their strengths and weaknesses, and direct them in better learning planning (Sopiani, 2023).

Evaluation in the Merdeka Curriculum can include formative assessments carried out continuously during the learning process, as well as summative assessments carried out at the end of a certain period. Both types of assessment are important for gaining a comprehensive understanding of student achievement. Evaluation in the Merdeka Curriculum must involve effective control and monitoring of curriculum implementation. This aims to ensure that learning goes according to the established plan and provides

maximum benefits for learners. It is important to remember that evaluation in the Merdeka Curriculum must be more flexible and accommodate the freedom given to students in determining the course of learning.

The CIPP concept is one evaluation model that can be used in a curriculum context. It is based on four main components: context, input, process and product. Each of these components has evaluation questions associated with it. In the context of curriculum, the CIPP evaluation model can help look at the effectiveness and conformity of the curriculum to the set goals and expectations. Using this approach, a thorough assessment of various aspects of the curriculum can be conducted and provide a better understanding of the strengths and weaknesses in planning, implementation and learning outcomes (Mubai et al., 2021).

CIPP includes four main components in curriculum evaluation, namely context, input, process and product. It enables a comprehensive evaluation by considering various relevant aspects. CIPP places a strong emphasis on understanding the context in which the curriculum is implemented. This allows the reviewer to consider external factors that may affect the implementation and success of the curriculum (Wibowo et al., 2022).

To produce quality intellectual human resources, education is essentially a significant need and demand to ensure the development and continuity of the life of the nation and state. The quality and intellectuality of the education system is highly dependent on its successful implementation. Advanced education is the lifeblood of the nation, and every nation will progress because of it. The purpose of education, which functions to disseminate abilities and produce a dignified national character and civilization, is the potential of students to become people who believe in and are devoted to God Almighty, have noble character, are creative, and as a society of a prosperous country, a democratic country and responsible for teaching the existence of the country.

To produce quality intellectual human resources, education is essentially a significant need and demand to ensure the development and continuity of the life of the nation and state. The quality and intellectuality of the education system is highly dependent on its successful implementation. Evaluation activities are part of the teaching and learning process. In other words, the success of the teaching and learning process is not known before evaluation is carried out. Evaluation is an activity to determine whether the teaching

and learning process has achieved the predetermined goals. As a result, evaluation must be part of teaching and learning.

Many models can be used to evaluate a program in the field of educational evaluation. Although they differ from each other, they all have the same purpose: to collect data or information about the object being evaluated to give the people making the decision something to think about and find out what will happen next with a program.

The assessment model emerged from increased human estimation and interest in trying to apply assessment standards to more unique levels, considering the fields of instruction, behavior, and artistic expression (Stufflebeam, 1971). Assessment generally plays an important role in any type of strong education. Feedback is obtained through evaluation, which is used to improve teaching methods or materials or adjust materials for scientific advancement.

The most important indicator of student academic success in formal and informal education is the level of learning achievement. The teaching and learning process is inseparable from the achievement of learning outcomes. Teachers, students, curriculum, tools and environment all have a significant impact on the teaching and learning process.

To see if educators' specific learning objectives have been achieved, it is important to assess the CIPP (Settings, Information, Interaction, Items) model. A teacher should always monitor the learning outcomes achieved by his students because the purpose of this assessment is to determine the extent to which students have mastered certain learning objectives. Feedback on the implementation of the teaching and learning process obtained from the CIPP model evaluation will be a benchmark for improving the next teaching and learning process.

METHODS

This research was conducted at SMP 2 Palembayan in the subject of English, the class used for research was class 8. The CIPP model was used in this type of qualitative research of learning evaluation in English subject. According to Miles and Huberman (1994), non-participant observation is used to analyze data continuously in qualitative research. Therefore, the research data analysis method was used thoroughly, starting from

the initial observation stage to the report writing and conclusion stage. The result is then. Expert validation was used for the instrument analysis method.

In this case, the indicators on the Validation Sheet of each instrument become the basis for the validator's assessment of the instrument. The validation sheet is given an assessment in the form of a score between 1 and 4, with different achievement indicators for each score. According to Creswell (1998), the methods used for data collection are as follows: **Observation Method**: In the implementation of English learning evaluation with the CIPP method, instruments in the form of observation sheets and questionnaires are used. **Interview method**: Preparing a series of questions for the evaluation of English learning applied by CIPP before conducting interviews with study researchers. This strategy is used to explain the consequences of perceptions so that the problem must be seen inside out and in detail. **Discussion and documentation methods**: This technique is used to track information about things or factors such as notes, books, papers, magazines, plans, etc.

RESULTS AND DISCUSSION

Context

Context in the evaluation of the CIPP-based Merdeka Curriculum refers to a comprehensive understanding of the educational environment that affects the implementation of the curriculum. Understanding the context thoroughly is very important in curriculum evaluation, because these factors can affect the implementation and success of Merdeka curriculum. With a good understanding of the context, evaluation can provide more accurate insights and provide appropriate recommendations to improve curriculum effectiveness. In context evaluation, data collection methods may include policy and document reviews, interviews with relevant stakeholders, surveys of students, educators, and parents, direct observation in the educational environment, and analysis of relevant secondary data.

Here are some important points to consider in curriculum context evaluation: Curriculum objectives and policies, Community and cultural characteristics, Infrastructure and resources, Socio-economic conditions, Educational policies and regulations.

Input

In the context of curriculum evaluation, inputs refer to the components used in curriculum design and development. Input evaluation aims to evaluate the quality, relevance and suitability of these components to the desired educational objectives. Some of the input components that need to be evaluated include curriculum guides, learning materials, teaching methods, resources and teacher training.

The following further explains the input components of curriculum evaluation: Curriculum Guidelines, Learning Materials, Teaching Methods, Resources, Teacher Training.

Process

In curriculum evaluation, the process stage refers to the implementation of the curriculum in the classroom and students' learning experiences. Process evaluation aims to evaluate how Merdeka curriculum is implemented and the interactions that occur between teachers and students during the learning process.

The following is a further explanation of the aspects evaluated in the process stage: **Teaching Practices**: The process evaluation will look at how teachers apply Merdeka curriculum in their teaching practices. The evaluation will pay attention to whether teachers use teaching strategies and methods that are in accordance with Merdeka curriculum approaches, such as project-based approaches, group discussions, or problem-based learning. The evaluation will also evaluate whether teachers integrate student freedom and creativity in the learning process (Bhakti et al., 2022).

Curricular Activities: Process evaluation will evaluate the activities carried out in Merdeka curriculum. This includes activities such as projects, experiments, research, discussions, and collaboration between students. The evaluation will consider whether the curricular activities enable students to develop the desired skills, knowledge, and understanding in accordance with Merdeka curriculum objectives.

Student Participation: The process evaluation will look at the level of student participation in the learning process. The evaluation will see whether students are actively involved in learning activities, have space to express opinions, contribute to decision-making, and feel responsible for their learning. The evaluation will also consider whether

the Merdeka curriculum encourages student independence and initiative (Darmawan, 2021).

Product

In the context of curriculum evaluation, product refers to the results to be achieved from implementing the Merdeka curriculum. Product evaluation aims to evaluate the extent to which the curriculum is successful in achieving the desired educational goals and whether students achieve the expected learning outcomes.

The following is a further explanation of the aspects evaluated in the product stage: **Student Achievement**: Product evaluation will evaluate student achievement in the context of Merdeka curriculum. The evaluation will consider whether students have achieved or exceeded the learning standards set out in the curriculum. This can involve evaluating students' knowledge, skills and understanding as well as their ability to apply what has been learned in real-life situations.

Development of Student Potential: Product evaluation will evaluate the extent to which Merdeka curriculum can develop student potential holistically. The evaluation will look at whether the curriculum provides opportunities for students to develop their interests, talents, and strengths and provides space for them to explore areas that interest them. The evaluation will also consider the impact of the curriculum on students' social, emotional and personality development.

Sustainability of Learning: The product evaluation will evaluate the extent to which students can maintain and continue learning after completing the Merdeka curriculum. The evaluation will look at the extent to which students develop a positive attitude towards learning, the desire to continue learning, and the ability to continue learning outside the school environment.

Context Component of English Language Learning Program

The assessment of substance in an English language acquisition program starts with the profile of the place where learning takes place.

Input Components of English Language Learning Program

This evaluation study presents the following input aspects: 1) students of SMP 2 Palembayan; 2) curriculum; 3) teaching materials; 4) teachers; and 5) learning facilities and infrastructure. **Students**: A total of 74 students from SMP 2 Palembayan participated in the

evaluation for the 2023/2024 academic year. **Educational Resources**: According to the evaluation results, the main learning resources of SMP 2 Palembayan are textbooks-printed teaching materials made by the government for independent study by students. In addition to printed books, SMP 2 Palembayan creates audio programs, videos/VCD, Power Point presentations, and other specialized media for use in the classroom. **Teachers**: There are 36 teachers at SMP 2 Palembayan. All educator subjects have established educator status and have experience in their respective fields.

Learning Space

According to the evaluation results, all learning spaces of SMP 2 Palembayan are school buildings (100%). In addition, all classrooms have in focus and projectors installed, ensuring that the learning spaces and infrastructure are adequate and usable. **Library space**, monitoring and evaluation results show that the library space at SMP 2 Palembayan is adequate.

Learning Implementation Process

The data presented in the table below is obtained from observations of various aspects of learning implementation. From the table, it tends to show that all aspects of learning implementation scored more than 3.0. This aspect of learning implementation can be said to meet the criteria of effective enough based on the scoring assessment that has been made before.

Table.1

Components and Subcomponents Research	**Average Score**	**Classification**			
		No Effective	Less Effective	Enough Effective	Effective
Managing space and facilities learning	3,9				✓
Implement activities learning	3,7				✓
Managing class interaction	3,3				✓
Be open and flexible and shape	3,4				✓

develop students' positive attitudes towards learning					
Ability demo special skills in subject learning specific subject	3,8				✓
Implement evaluation of the process and learning outcomes	3,8				✓
General impression teacher performance	3,9				✓

Product Component of English Language Learning Program

The learning outcomes of SMP 2 Palembayan students on daily, midterm, and final semester tests are included in the presentation of the product/output aspect of the findings of this study. Based on the evaluation of the product component, 80 percent of students reached the minimum standard of 70 in the daily, midterm, and final semester exams. Based on student learning outcomes, this finding can show that the learning process of SMP 2 Palembayan is quite efficient.

CONCLUSION

In SMP 2 Palembayan, learning implementation requirements, number of study groups, teacher workload, number of textbooks owned by the school, and comprehensive and well-organized classroom management in English language learning. Although learning activities in the classroom are said to be very effective, there are some shortcomings, among others, how the learning time management is less than ideal to achieve learning objectives. In addition, it has been observed that not all aspects of the implementation of the assessment process went according to plan.

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