



EVALUATION IMPLEMENTATION OF THE INDEPENDENT CURRICULUM WITH THE CIPP MODEL IN VOCATIONAL HIGH SCHOOLS

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ABSTRACT

This research is evaluation research using the CIPP model which aims to evaluate the implementation of the Independent Curriculum in Vocational Schools especially in accounting majors with a focus on the achievements of context, input, process and product. The resource persons in this study consisted of school principals, deputy principals, teachers and students who were taken using purposive sampling techniques. Data collection techniques through observation, interviews and documentation. Analysis techniques. The data used is descriptive analysis. The research results show that: (1) Aspects evaluation of the curriculum implementation context in the form of suitability to school criteria, content standards, the school's vision, mission and goals are sufficient to support the implementation of the Independent Curriculum; (2) The input evaluation aspect in the form of readiness, understanding, preparation and infrastructure is quite ready even though there are components of facilities and infrastructure that need to be further optimized; (3) The evaluation process aspect in the form of implementing the Independent Curriculum has not been optimal because there are still teachers who still use old techniques in learning, have not implemented assessments, have not implemented the Pancasila Student Profile Strengthening Project, and the infrastructure is not yet optimal; (4) The product evaluation aspect of the implementation of the Independent Curriculum is quite good, seen from the positive impact provided in the form of increasing learning outcomes and student activity in learning as well as motivation and achievement in participating race. The conclusion from the research results is that the evaluation of the implementation of the Independent Curriculum in Vocational Schools is quite good because it can be seen from the increase in student learning outcomes. Apart from that, there are several recommendations such as mentoring, improving infrastructure, improving the quality of education, improving learning assessments, carrying out evaluations, and conducting needs analysis.

Keywords: CIPP Model, Evaluation, Independent Curriculum Implementation

INTRODUCTION

The evolution of Indonesian education is inextricably linked to curriculum renewal, which involves periodic curriculum evaluations. Changes to the curriculum in Indonesia have been made several times starting from the 1947 curriculum to the 2013 curriculum which was most recently used and the independent curriculum which is currently being used (Warini et al., 2023). Basically, the curriculum will always change to adapt to current developments and technology (Mishra et al., 2009). The independent curriculum which is currently being used in educational institutions, was created to prepare human resources in accordance with competencies in the 21st Century and in the era of the Industrial Revolution 4.0. So that children will not only be prepared in terms of their cognitive and psychomotor abilities, but will also be prepared in terms of their affective aspects, namely in the form of attitudes and values of each child (Alannasir, 2020; Nurrahman et al., 2022). The implementation of the independent

curriculum aims to develop Pancasila students (Denaya Mehra Syaharani & Achmad Fathoni, 2023). Students are required to be able to evaluate, apply and be creative in Pancasila values in everyday life.

In an independent curriculum, teachers must encourage children to expand their knowledge through investigating their own experiences using sources other than the teacher, thereby placing children at the center of learning (Gist et al., 2019). Merdeka Belajar has the potential to enhance the interactive nature of learning by offering students greater opportunity to engage with real-world concerns such as technology, the environment, and other topics that will help them improve their character and competencies (Yamin & Syahrir, 2020). Student Profile for Pancasila, teacher also not be burdened with administrative tasks because teachers should be able to develop learning methods and strategies that suit the interests and profiles of students, create teaching modules that are tailored to existing competencies at DUDI, use interesting learning media, create fun learning by integrating learning, and must creative in the learning process.

Project-based learning is implemented with independent curriculum features (Asmarawati, 2022). Under the guidance of an instructor, projects are activities that use themes and subjects based on children's needs, interests and experiences so they can learn and try new things. Shofa (2021) state that the Pancasila student profile describes the aspirations of Indonesian students to become extraordinary lifelong learners, with personalities in accordance with Pancasila as a guide to life. Pancasila principles The Indonesian state was established to provide education through projects aimed at raising the profile of Pancasila students and project activities designed to fortify their profile (Fitriyani et al., 2023). Project to increase the profile of Pancasila students in the long term to uphold healthy character from a young age (Fitriasari et al., 2020)

However, in its implementation, the independent curriculum that is being used, there are still problems or obstacles related to its implementation. According to Ariyanti (2016) and Sudrajat et al (2021), preschool teaching given to children in kindergarten is their first education and is adjusted to their growth and development according to their age (Wulandari et al., 2023). In addition, this helps children prepare to receive higher education (Hasanah et al., 2023). In vocational secondary education, the implementation of the curriculum is designed to prepare students to be ready to work or continue their studies at university (Nurrahman et al., 2023). Observation results also show that teachers are still busy with learning administration, still use conventional teaching models, do not use interesting learning media, have minimal facilities, and not all teachers apply assessment principles in learning.

This research was conducted to evaluate the implementation of the independent curriculum in vocational high schools. According to (Vamos et al., 2020), the goals of educational evaluation are different from the goals of other educational research. Educational evaluation does not aim to test hypotheses, but rather to assist the decision-making process (Leutner et al., 2017). Curriculum evaluation is an important link in teaching activities and is also an important guarantee for improving the quality of teaching. Curriculum plays an important role in the effectiveness or failure of educational programs (Leutner et al., 2017). This is in accordance with Stufflebeam and Shinkfield's statement (Sugiyono, 2019) that evaluation is a process of describing, obtaining and providing descriptive information, and assessments about value, benefits, design, implementation and impact to guide decision making. The evaluation program is carried out as a form of knowing the success of the educational program that has been implemented (Wargadinata et al., 2020). Evaluation of educational programs should be carried out continuously during the program implementation process (Rasmitadila et al., 2021). So the main purpose of this program evaluation is to assess the quality, effectiveness and impact of a program that has been carried out so that in the future the program will be better (Basaran et al., 2021; Marotta, 2023).

Evaluation is carried out with a focus on context, input, process and product implementation of the Independent Curriculum so that it can describe in detail the implementation of the Independent Curriculum. The CIPP evaluation model does not aim to prove, but rather to improve a system or program. The use of the CIPP model is intended to improve education through a proactive approach. CIPP is taken from the first letters of the four components of this evaluation model. CIPP consists of context, input, process, & product components. These components will provide information related to needs analysis, decisions regarding strategies/alternatives, implementation processes, and evaluation results (Finney, 2019). The results of this research will also be used as a reference to help determine policy steps and recommendations in an effort to improve the implementation of the Independent Curriculum in Vocational High Schools. The government, Education Department, and schools can consider the results of the evaluation in the context of the independent curriculum policy, input from the independent curriculum, the process of implementing the independent curriculum in schools, and the products of the independent curriculum after it is implemented. It is hoped that the research results will have a positive impact on improving education and the curriculum.

METHODS

This research is an evaluation research to find out how the Merdeka Curriculum is implemented by reviewing all aspects ranging from positive to weaknesses in the program. The CIPP model used has four components, namely context, input, process, and product which can be comprehensive in carrying out evaluations and each component in the model has a relationship with each other. The qualitative data analysis technique used is an interactive data analysis technique developed by Miles & Huberman (1984) which is presented in Figure 1.

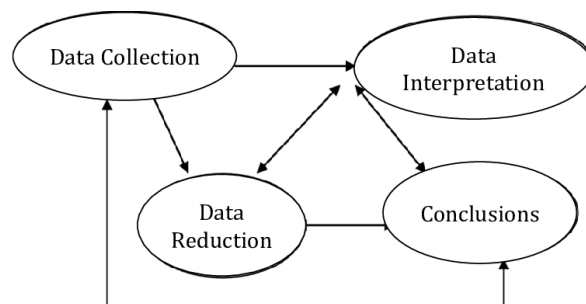


Figure 1. Stages of Data Analysis Techniques

Data collection in this research was carried out using interviews, observation and documentation methods, where the instrument sheet was content validated by three experts using Aiken (Aiken, 1985). The interview sources in this research were school principals, deputy principals for curriculum, teaching teachers, homeroom teachers, and students especially in accounting majors who were taken using purposive sampling techniques. Data reduction is carried out by compiling a summary of the collected data, then processing the data by dividing it into several categories and certain patterns based on CIPP components, after which the data reduction results will be presented systematically in the form of summaries, charts, relationships between categories and patterns. From these results a conclusion will then be drawn regarding the results of the evaluation.

RESULTS AND DISCUSSION

Context Evaluation

Context evaluation aims to describe the school's readiness to implement the Independent Curriculum. In addition, in this research the context evaluation details the suitability of educational program objectives with student needs. Based on the evaluation, it is known that

the readiness of vocational schools especially in accounting majors in Yogyakarta before the implementation of the Merdeka Curriculum was quite ready because there was a special training program for teachers at the target schools, then these teachers would share with other schools how to prepare creative, innovative and appropriate Merdeka Curriculum teaching materials with the characteristics of students at school.

However, even though these workshops or training are not evenly distributed, preparation will be more optimal if there are additional workshops because they still require more intensive socialization/mentoring to new teachers who do not have experience in preparing Independent Curriculum teaching modules so that the implementation of the Independent Curriculum is even better. This is relevant to previous research conducted by Aini Qolbiyah et al (2022), that the implementation of the Independent Curriculum has challenges for all parties, especially for the Education Department in collaboration with schools to be more active in holding workshops on the Independent Curriculum. In fact, teachers need to have a deep understanding of the components, structure and content of the curriculum, understanding how to implement the curriculum in the classroom (Barnett et al., 2011). Teachers can make a contribution by arranging and structuring resources, textbooks, and content by working together and skillfully with curriculum development teams and specialists. To ensure that the curriculum content is in line with the requirements of the students in the classroom, teacher participation in the curriculum creation process is essential (Baş & Senturk, 2019; Oztay et al., 2022).

Curriculum development in educational units and vocational school skills programs also needs to be adapted to the needs of the work industry and the Indonesian National Work Competency Standards (SKKNI). This alignment is carried out in collaboration with the industrial world, the business world and the world of work (DUDIKA). Changes in the spectrum of vocational school expertise certainly influence changes in school operational goals and concentration of expertise. Therefore, it is important for Vocational Schools to collaborate with the work industry in preparing operational objectives for skill concentration. Setting operational goals together with the industrial sector enables better curriculum development. Industry can provide valuable input on the content, skills and experiences that should be integrated into the curriculum. This collaboration ensures that the independent curriculum developed and implemented in schools reflects real-world challenges, incorporates industry best practices, and prepares students for future careers. This helps create a smooth transition from education to the workplace (Milutinović & Zuković, 2013; Smith & Rojewski, 1993).

Input Evaluation

Input evaluation is carried out to see the plans, readiness, strategies and understanding of Vocational Schools in implementing the Independent Curriculum. Based on the evaluation results, SMK has been quite good at equipping some teachers, and has also collaborated in the form of benchmarking facilities and infrastructure with SMK-PK and the work industry. As a result, schools have adjusted facilities and infrastructure by adding learning support tools such as LCD projectors and computers, lab/practice rooms, textbooks, and expanding WiFi bandwidth. Although not all schools can provide adequate infrastructure, some schools still have limited learning facilities and infrastructure, which hinders teachers in looking for references, limited classroom space, and uneven electrical installations in the classroom. According to Budiono & Hatip (2023) and Rosnelli & Ristiana (2023), in a research study on the feasibility of implementing the Independent Curriculum, it was stated that facilities and infrastructure were one of the factors that influenced the effectiveness of curriculum implementation. The facilities and infrastructure aspect of implementing the Independent Curriculum is related to the availability of electricity and internet infrastructure.

Apart from collaboration in the form of benchmarking, collaboration is also carried out to support the learning process, both intracurricular and co-curricular, as well as strengthening students' vocational insight. Schools and work industries agree to provide industrial visits, recruitment of prospective workers, job fairs, training and industrial practices. Strengthening

vocational insight is one strategy to prepare students to become workers relevant to the needs of the business and industrial world. Strengthening vocational insight can be done in various ways, including classroom learning activities using the inquiry model, conducting industrial visits, practical learning, and implementing real projects through teaching factories or in industry directly.

Teachers also understand that in implementing the Curriculum there must be character values in each subject as outlined in the Pancasila student profile, project-based learning, namely the Project for Strengthening Student Profiles, Pancasila, conducting creative and innovative learning, and applying learning assessment principles. This is relevant to research conducted by Ruaya et al (2022) that theoretically teachers understand the nature of the independent curriculum and its assessments. However, in its application teachers still need a lot of learning to become more skilled and easier to apply it.

Process Evaluation

The process evaluation aims to describe the reality of how far the implementation of the Independent Curriculum in Vocational Schools has been carried out in accordance with the school's plans and strategies. In the implementation process, several teachers have not implemented the learning principles in the Independent Curriculum, where learning must be active, creative, innovative, and fun and use differentiated learning. Some teachers are impressed with using Merdeka tools, but still use the old way of learning (lecturing and taking notes) and have not implemented assessments in Merdeka Curriculum learning (only written assignments). This is due to the lack of compliance with the P5 implementation stages and the absence of a project module prepared by the coordinator together with the P5 assistant who was appointed by the school at the beginning of the semester regarding what projects should be carried out.

There is a lack of coordination and communication so that P5 seems to be running independently according to each coordinator who has been appointed. The projects produced are solely for exhibition purposes at the end of the semester. This is not in accordance with the Project Development Guide for Strengthening the Pancasila Student Profile, namely the implementation stage starts from preparing the school ecosystem, designing the project to strengthen the Pancasila student profile, managing the project to strengthen the Pancasila student profile, processing assessments and reporting the results of the project to strengthen the Pancasila student profile, as well as evaluation and action. continued the project to strengthen the profile of Pancasila students.

Apart from that, student-centered intracurricular learning cannot yet be fully analyzed. This refers to research results which state that teaching modules have not been prepared as learning references, so that learning objectives cannot be analyzed for their suitability to phase E learning outcomes. This is very unfortunate because integrating learning plans with learning outcomes and learning objectives is an important aspect in implementing the curriculum. Learning planning is the main method for evaluating student achievement progress and learning outcomes. By aligning the learning plan with the learning outcomes and learning objectives set, the curriculum implementation process can be evaluated effectively, thereby creating optimal output (Fransiska et al., 2023).

The implementation of an industry-based curriculum and strengthening vocational insight has been implemented through co-curricular learning. Vocational Schools have implemented project-based learning and factory teaching in basic skills program subjects. (Koroh et al., 2022) also explains that teachers can organize student-centered learning through industrial nuanced work practices in the school environment through the industrial learning model (teaching factory). Applying industrial practices in vocational schools encourages and prepares students to have self-confidence, work readiness, and a strong mentality in facing industry world. The implementation of this activity is to train students to improve skills in terms of knowledge, skills, disciplinary attitudes, and analyzing problems in the industrial world (Marisa, 2021;

Ruaya et al., 2022). During the implementation of the Merdeka Curriculum in odd semesters, vocational schools in Yogyakarta experienced several obstacles. Implementing a new curriculum is a challenge for teachers because of changes in teaching methods and curriculum components. Therefore, teachers need support from schools and other educational institutions so that curriculum goals can be achieved (Irwahyudi et al., 2023; Rizki & Fahkrunisa, 2022).

Product Evaluation

Product Evaluation aims to see the extent to which the independent curriculum has a direct impact from its implementation felt by schools. Based on the evaluation results, the implementation of the independent curriculum has had a direct impact but has not been felt by many vocational school students. The Merdeka Curriculum carries an approach that emphasizes skill development, problem solving, creativity and high-level thinking abilities. Implementation of the Independent Curriculum requires quite a long time to see significant results. Amalia et al (2022) it also explains that the approach to evaluating the implementation of the independent curriculum emphasizes formative evaluation and authentic assessment that reflects students' real abilities in applying knowledge and skills so that it takes quite a long time to collect comprehensive data on student progress. Apart from that, time is still needed to adapt to curriculum changes, both for teachers and vocational school students.

CONCLUSION

Based on the results of research conducted using the CIPP evaluation model, it can be concluded that: a) In the context evaluation of the implementation of the Independent Curriculum at Vocational Schools especially in accounting majors in Yogyakarta, the evaluation of the suitability of school criteria, content standards, vision, mission and school objectives is in accordance with educational objectives. national. To evaluate a school's readiness to implement the Independent Curriculum, the school is quite ready but has not been supported by a workshop on preparing teaching modules at the start of the semester. Curriculum development in educational units and vocational school skills programs has also been adapted to the needs of the work industry and the Indonesian National Work Competency Standards (SKKNI); b) In the input evaluation, SMK has designed a strategy and collaborated with industry to support the implementation of the Independent Curriculum. Apart from that, the school has also added the facilities and infrastructure needed to implement the curriculum; c) In the evaluation process, SMK has organized learning based on the implementation of the Independent Curriculum even though it is not fully in accordance with the rules. Student-centered intracurricular learning in vocational schools cannot be fully analyzed because it takes a long time. d) In product evaluation, the implementation of the Independent Curriculum cannot be seen comprehensively because it requires a more in-depth assessment. The Merdeka Curriculum carries an approach that emphasizes skill development, problem solving, creativity and high-level thinking abilities.

Based on the research results and findings in carrying out research, recommendations can be given: a) There is a need for assistance from the Education Department to improve teacher performance and competency in implementing the Independent Curriculum related to increasing understanding of the curriculum, learning planning, implementing learning, implementing the Student Profile Strengthening Project Pancasila, as well as learning assessments. Apart from that, the results of this research can also be used as material for consideration in determining further policies in an effort to optimize the implementation of the Independent Curriculum in schools; b) there is a need to improve school facilities and infrastructure so that teachers can implement digital learning which can attract students' interest and motivation in learning; c) to improve the quality of learning, teachers should prepare learning optimally according to the learning plan that has been made, teachers use teaching aids/learning media that attract students' interest and attention, teachers facilitate students in

exploration, elaboration and confirmation activities, teachers use methods or an interesting learning model so that learning becomes active and fun; d) Improving the implementation of learning assessments, namely teachers should prepare assessment plans and hold training in making assessment instruments by the Education Office to improve teacher performance in learning assessments; e) carry out evaluations on curriculum implementation every semester or academic year; f) carry out a comprehensive analysis of student needs every year so that curriculum adjustments are in line with student needs.

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