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Evaluation of the implementation of the *sekolah penggerak* curriculum using the context, input, process and product evaluation model in high schools

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ABSTRACT

Learning evaluation is to find out how far the progress, development, and success of students after carrying out the learning process within the specified time period is, including the evaluation of the innovative learning curriculum, namely the *sekolah penggerak* curriculum. The purpose of this study is to describe the evaluation of the school curriculum using the Context, Input, Process and Product (CIPP) evaluation model. Qualitative research designed in the form of case study research. The research subjects were the principal, curriculum representative, and school supervisor. Determination of research subjects was carried out purposively. Data collection techniques using observation sheets and data analysis techniques used are descriptive statistics. Research findings using the Context, Input, Process and Product (CIPP) is seen from the Context, Input, Process and Product aspects that the implementation of the *sekolah penggerak* curriculum is in accordance with the learning objectives. The implementation of this curriculum innovation is expected to have an impact on the quality of learning outcomes, the quality of the main competencies, the quality of teachers, the acceleration of school digitization and the profile of Pancasila students.



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Introduction

Education is a means of forming and developing student knowledge so that a curriculum that is in accordance with learning objectives is needed (Sabri, 2017), because education is the foundation of knowledge for students (Ma'arif, 2018). In order to achieve optimal development of student potential, a curriculum is needed as a reference for educators in designing learning scenarios that are in accordance with what is used as the basis for developing student understanding and optimizing all student potential by designing learning that leads to the formation of students' attitudes, knowledge and psychomotor. In student-centered learning, understanding and creativity of teachers are needed in designing an innovative and fun learning strategy (Habibi et al., 2020).

Curriculum is used to identify educational plans for students, and what students are learning. The curriculum is a learning educational plan for students because the curriculum is the content of learning (Forey, & Cheung, 2019). We need to understand that schools were established to guide students to develop in accordance with the expected goals. This means that the central point of the curriculum is the students

themselves. Student development will only be achieved if he/she gains learning experience through all the activities presented by the school, both through subjects and other activities. Furthermore, the curriculum as a learning plan must lead to the acquisition of student experiences that are deliberately designed for them to have (Afdal, & Spernes, 2018).

The curriculum used as a reference for education should need to be evaluated and continue to develop according to the needs of the community. In implementing the curriculum, we can observe and evaluate the implementation of a teaching and learning process (Maba, 2017). Evaluation aims to find out whether the teaching and learning process has achieved the goals that have been set or not, in other words the teaching and learning process is not yet known whether or not it is successful before the evaluation is carried out. So that evaluation must be needed in the teaching and learning process (Black, & William, 2018). With a good and thorough evaluation, you will be able to find out what you want from teaching and learning activities. From a good evaluation, it will be able to motivate both students and teachers. In the science of educational evaluation, There are many models that can be used to evaluate a program. Although they differ from one another, the intent is the same, namely to collect data or information related to the object being evaluated, whose purpose is to provide material for decision makers and determine the follow-up of a program. One of the evaluation models that is quite commonly used is the evaluation model (CIPP) Context, Input, Process and Product (Umam, & Saripah, 2018; Aziz et al., 2018). This evaluation is also no exception to the implementation of the *sekolah penggerak* curriculum. This program exists in order to improve the quality of education, as a model for quality education units. The *sekolah penggerak* curriculum focuses on developing student learning outcomes holistically which includes literacy, numeracy and character competencies, starting with superior resources from principals and teachers (Wijaya, Mustofa, & Husain, 2020). The *sekolah penggerak* curriculum is a program that focuses on improving student competencies holistically to further encourage the realization of the Pancasila student profile.

The *sekolah penggerak* curriculum is a refinement of the previous school transformation program. The *sekolah penggerak* curriculum is an effort to realize the vision of Indonesian Education in realizing an advanced Indonesia that is sovereign, independent, and has personality through the creation of Pancasila Students (Sibagariang, Sihotang, & Murniarti, 2021). The *Sekolah penggerak* curriculum will accelerate public and private schools in all school conditions to move 1-2 stages further. The program is carried out in stages and is integrated with the ecosystem until all schools in Indonesia become the *Sekolah penggerak* Program. Evaluation model (CIPP) Context, Input, Process and Product used to evaluate the implementation of the *sekolah penggerak*, especially in high school learning.

Method

This research is a qualitative research designed in the form of case study research (Bhakti, 2017; Purnomo, & Santoso, 2020). The research subjects were principals, curriculum representatives, and senior high school supervisors in Padang City, and described in a qualitative descriptive form. In this study, it is limited to a qualitative description of the implementation of the *sekolah penggerak* in terms of the Context, Input, Process and Product evaluation model (CIPP) in senior high schools in Padang City. Determination of research subjects was carried out purposively. Data collection techniques using observation sheets (Sulistyo, 2017). The data analysis technique used is descriptive statistics (Ahmad, & Nasution, 2018). The evaluation procedure is carried out according to the principles of the Context, Input, Process and Product aspects as follows: 1) The context assessment includes school profile, school learning program background, geographic-demographic factors, and socioeconomic and educational background of the students' parents. The information collected is used as a basis for program considerations; 2) The input assessment includes students, curriculum, teaching materials, and teachers and learning facilities. The data collected during the assessment stage is used as a decision maker; 3) Process assessment is an assessment activity during the implementation of learning. This assessment is directly related to learning activities, use of learning media, utilization laboratories, and assigning types of assignments; 4) Product/output assessment, related to the results of program implementation. Assessment is carried out to find out how far the implementation of learning in implication The *sekolah penggerak* curriculum in the classroom has succeeded in achieving the objectives based on the established criteria, which include student learning outcomes and average grades.

To facilitate the implementation of the evaluation, the following CIPP observation sheet for *sekolah penggerak* has been adjusted using the Context, Input, Process and Product evaluation model (Supriyantoko et al., 2020; Aziz et al., 2021), namely:

Table 1. Observation Sheet Evaluation of the Implementation of the *Sekolah penggerak* Curriculum with the CIPP Model in Senior High Schools

Sub Variable	Statement	Answer			
		SB	B	CB	KB
Context	1. The suitability of the curriculum to the needs of students				
	2. Conformity of curriculum with learning objectives				
	3. The suitability of the curriculum with current developments				
	4. Principal's understanding of the curriculum				
	5. Teacher understanding of curriculum				
	6. Ease of teachers in implementing the curriculum				
	7. Student interest in learning with a driving curriculum				
	8. Providing socialization with all parties to the curriculum (Parents, Teachers, Students)				
Input	1. The suitability of the material presented with the principle of Pancasila values				
	2. Scope the material provided is in accordance with the lesson plan and the driving curriculum				
	3. Availability of facilities and infrastructure that supports the implementation of the driving curriculum in learning				
	4. The existence of an evaluation instrument or supervision from the principal to the implementation of the driving curriculum by teachers in learning				
	5. The role of the principal in improving the quality of educators in improving competence educator				
	6. The teacher's ability to implement the driving curriculum				
	7. Effective use of the driving curriculum for the learning process				
	8. The suitability of the learning strategy with the driving curriculum				
Process	1. Understanding level student to learning given in accordance with the profile of Pancasila students				
	2. The teacher's ability to guide and direct students to the driving curriculum goals				
	3. Utilization of facilities and infrastructure that support the implementation of the driving curriculum in learning activities				
	4. The use of digital in the learning process				
	5. The ability of teachers to overcome obstacles that occur during the learning process				
	6. The existence of an assessment rubric or teacher assessment format in the evaluation of learning				
	7. Conformity between the learning strategy and the driving curriculum objectives				
	8. Availability of learning media from teachers to support the learning process				
Product	1. The quality of expected learning outcomes is in accordance with the profile of Pancasila students				
	2. Suitability between learning objectives in the curriculum and student achievement				
	3. Match between results and student needs				
	4. The suitability of the schedule or time in the implementation of learning				
	5. Increasing students' abilities in knowledge and experience of the learning that has been given				
	6. Students understand the use of digital as a means of learning				

The assessment criteria become a reference in translating the meaning and evaluation results found in the field. In addition, it also functions as a differentiator for the level of achievement of each indicator. In this criterion using a Likert scale with SB code meaning very good, getting a value of 4 means that it is really in accordance with the reality in the field, then code B means good, getting a value of 3 means that it is in accordance with the reality in the field, then the CB code means quite good, getting a value of 2 means that it is not in accordance with the reality in the field, and finally the KB code means that it is not good, getting a value of 1 means that it is not in accordance with the reality in the field.

Results and Discussions

The issue of the challenges of globalization and the rush of digital information in the era of the industrial revolution 4.0 and society 5.0 demands very serious attention in education today (Fukuda, 2020; Hidayat et al., 2019a; 2019b), especially in preparing graduates who are competitive and qualified (Aquilani et al., 2020). Developing countries, including Indonesia, always think about and prepare quality graduates, especially in instilling the values of the nation's character (Dewantara et al., 2020). The curriculum innovation that is currently developing is the *sekolah penggerak* curriculum, namely with the concept of perfecting the previous school transformation program. The *sekolah penggerak* curriculum aims to: 1). improve competence and character in accordance with the profile of Pancasila students; 2). ensure equal distribution of education quality through capacity building programs for principals who are able to lead educational units in achieving quality learning; 3). build a stronger education ecosystem focused on improving quality; and 4). create a collaborative climate for stakeholders in the field of education both at the school, local government, and government scope.

Furthermore, to find out how successful the implementation of this *sekolah penggerak* curriculum is, it is very necessary to do an evaluation. This evaluation is to determine the extent to which principals and teachers have mastered the application of the *sekolah penggerak* curriculum, the *sekolah penggerak* policy is closely related to the formation of the character of Pancasila students. The evaluation model emerged because of the ongoing effort to measure and human curiosity in applying the principles of evaluation that cover the fields of education, behavior, and the arts. Evaluation always plays an important role in all forms of teaching to produce effective learning (Papadakis, 2018). With evaluation, feedback is obtained which is used to improve materials or teaching methods or to adapt materials to scientific developments (Monroe et al., 2019), so that innovative learning models and teaching scenarios can be produced (Ganefri et al., 2021; Hidayat et al., 2019). The following are the results of the evaluation of the implementation of an innovative learning curriculum in high school in terms of the Context, Input, Process and Product (CIPP) evaluation model, namely:

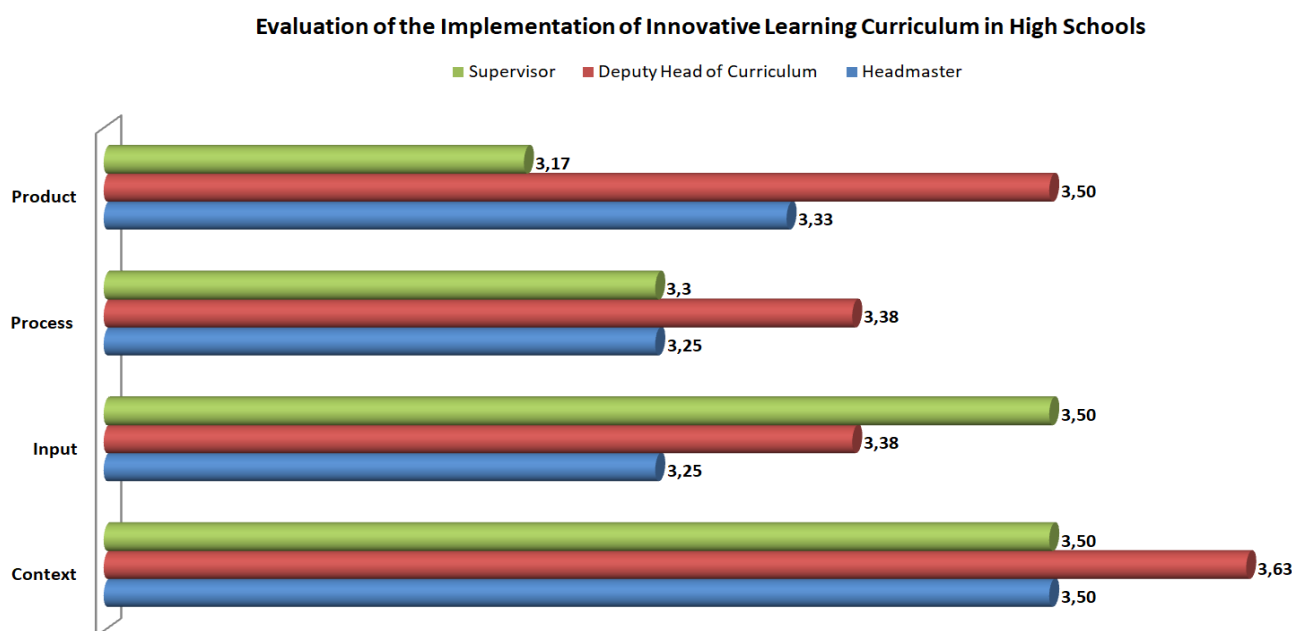


Figure 1. Evaluation results of implementing innovative learning curriculum in high school

Evaluation activities really need to be carried out, especially in seeing and observing the extent to which the new curriculum can be optimally applied in the school environment, not to mention high school in Padang City, from Figure 1 it can be explained as follows, 1) Context component of achievement of *sekolah penggerak*

curriculum implementation. In terms of context, the achievement of implementing the *sekolah penggerak* curriculum in senior high schools with an average score of 3.54 is in the very good category. The curriculum applied in learning is in accordance with student needs, learning objectives and current developments. Principals and teachers in high schools are also very familiar with the concept of learning with the *sekolah penggerak* curriculum, so that teachers can easily apply it in the classroom and students' interest in learning is increasing because learning is carried out by involving students according to their interests; 2) Component Input achievement of *sekolah penggerak* curriculum implementation. The achievement of implementing the *sekolah penggerak* curriculum in terms of input with an average value of 3.38 in the good category. In the designed *sekolah penggerak* curriculum, the material provided is in accordance with the principles of Pancasila values. The existing facilities and infrastructure are very complete to support the implementation of the *sekolah penggerak* curriculum. For the perfection of the implementation of the *sekolah penggerak* curriculum, the principal also supervises and evaluates the implementation of the *sekolah penggerak* curriculum carried out by teachers in the learning process, which aims to improve the quality and competence of educators. In carrying out learning, the use of the *sekolah penggerak* curriculum has been effective and the learning strategies used have been adapted to the demands of the *sekolah penggerak* curriculum; 3) Components The process of achieving the implementation of the *sekolah penggerak* curriculum. In terms of process, the achievement of implementing the *sekolah penggerak* curriculum with an average score of 3.29 is in the good category. The level of student understanding of the learning provided is in accordance with the profile of Pancasila students because of the direction and guidance provided by the teacher. The existing facilities and infrastructure in schools, technological developments, and learning media made by teachers are used in learning activities. In evaluating learning, the teacher uses rubric evaluation. Teachers regularly hold improvement briefings competence teachers, can be implemented from the special budget of the *sekolah penggerak*; 4) Component Product achievement of *sekolah penggerak* curriculum implementation. In terms of product, the achievement of implementing the *sekolah penggerak* curriculum with an average score of 3.33 is in the good category. The quality of learning outcomes that are expected to be in accordance with the profile of Pancasila students and learning objectives. The implementation of activities, schedules and times that have been designed in the teaching module is carried out well, so that there is an increase in students' abilities and experiences with the learning that has been given.

From the results of the analysis of the observation sheet, it can be seen that the principal, deputy head of the curriculum, supervisors and teachers in high schools already understand the concept of the *sekolah penggerak* curriculum so that teachers can implement it in the classroom well. The teacher said that students felt more comfortable with the *sekolah penggerak* curriculum, because activity learning favors students, namely learning activities that adapt to the learning styles, potentials, and diverse interests of students. Various efforts have been made by teachers so that learning using the *sekolah penggerak* curriculum can be carried out properly, including adding mastery of new competencies according to the times and technology by learning a lot in order to become teachers who have superior competencies. Furthermore, in addition to the results of the evaluation using the CIPP model, the authors also obtained information related to the comparison of the current conditions of implementing the *sekolah penggerak* curriculum.

Based on table 2, there are some clearly visible differences between the implementation of the 2013 curriculum and the *sekolah penggerak* curriculum, especially in the *sekolah penggerak* curriculum, namely: 1) Improving the quality of learning outcomes; 2) Improving the competence of school principals and teachers; 3) Acceleration of school digitization; 4) Opportunity to become a catalyst for change for other educational units; 5) Accelerating the achievement of the Pancasila student profile; 6) Get intensive assistance; 7) Obtain additional budget for the purchase of books for learning with a new paradigm. The demand to produce quality and competitive graduates is currently very much needed (Hidayat et al., 2019c; Hidayat et al., 2021), so that *sekolah penggerak* by adopting the principle of digitizing learning are very appropriate (Tasrif et al., 2021).

The *sekolah penggerak* curriculum is an effort to realize the vision of Indonesian education in realizing an advanced Indonesia that is sovereign, independent, and has personality through the creation of Pancasila Students. The presence of a *sekolah penggerak* curriculum in schools from the beginning was intended to change the school culture by involving the power of resources from within the school itself and not from external forces. The *sekolah penggerak* curriculum as a driving force for the transformation of Indonesian education is expected to support student growth and development holistically so that they develop into Pancasila students, become coaches or other teacher mentors for student-centered learning, as well as become role models and transformation agents for the education ecosystem. The implementation of the *sekolah penggerak* curriculum begins with recruiting teachers, then after that there is education for prospective teacher drivers, and then it is hoped that it will be able to produce a new generation of teacher education leaders who will later become principals, school supervisors, and teacher training instructors. During the training and education period, these prospective teacher movers will be trained on how to lead, trained on their mentorship and their ability to

make changes in schools, after graduation they will become driving teachers. Furthermore, the educational process and teacher assessment based on the andragogy approach must focus on on the job learning so that it means learning that is relevant, contextual, so that it has the best impact so that the educational process and assessment of this driving teacher is based on impact and evidence. So that we can understand that driving teacher education really creates teachers who are not only good at educating but in the long term this *sekolah penggerak* curriculum is an effort to prepare future leaders who will certainly bring changes to the educational ecosystem towards a better direction.

Table 2. Comparison of 2013 Curriculum Implementation and *Sekolah penggerak* Curriculum

No	K.13 2013 Curriculum	Education Unit Operational Curriculum
1	Curriculum content is in the center, schools just need to adjust and copy and paste	It consists of a community of driving teachers, school principals, a series of activities that they participate in, teacher and student manuals in the form of teaching modules that are already on the website of the ministry of education and culture.
2		To become a <i>sekolah penggerak</i> , the principal must take a competency test test. In taking the competency test, it consists of an essay-shaped academic potential test with level C.6
3		Inviting LPMP to provide materials related to <i>sekolah penggerak</i> s for teachers through online materials for 12 days, with an allocation of 2 hours/day.
4	There is a division of subjects even though they are wrapped in a theme	In phase 10 Subjects, majors are replaced with PAS (IPA: Chemistry, Physics and Biology Social Studies : Geography, History, Economics and Sociology). Class numbering like : 10.E.1
5	Class X.1, XI.1, XII,1	Phase : 10.E.1, Phase : 11.F.1, Phase 12.F.1
6	Minimum Completeness Criteria	Criteria for Completeness Learning Objectives All students pass, pass depending on the criteria: Criterion 1: 20 Criterion 2: 40 Criterion 3: 60 Criterion 4: 80 Criterion 5: 100
7	Core Competencies and Basic Competencies	Modules and Learning Outcomes Learning Outcomes consist of: teaching modules, subject project modules, collaborative project models 108 hours of lessons/year/1 subjects with a minimum of three themes, upon graduation being able to write scientific papers. Students are grouped based on the results of the academic potential test whose questions or evaluation tools collaborate with psychologists Students are divided into ability categories, high, medium and low (unknown by the teacher, only known by the principal and waka). In grade 10 there is a time when students choose teachers and subjects Science : Informatics, Mathematics, Chemistry, Physics, Biology Social Studies:Economics, History, Sociology,Anthropology Students can choose: 4 Fields 3 IPA 1 IPS (medicine) 2 IPA 2 IPS 3 IPS 1 IPA He has entered a directed class according to his talents/aspirations to be achieved, in collaboration with his parents
	Workshops during teacher working groups, leadership activities	The teacher's request workshop, on the characteristics that he does not understand, the workshop as a necessity, not a compulsion Teachers must be able to arrange questions according to cognitive level 1-5, developed with questions of high order thinking skills

The debriefing provided during the education of the driving teacher is that the teacher is given an understanding of the paradigm of the *sekolah penggerak* curriculum, the driving teacher, and the vision of the driving teacher which includes a reflection of the Indonesian educational philosophy, values, roles, and vision of the driving teacher, as well as an understanding of building culture positive at school. In addition, the *sekolah penggerak* curriculum also aims to provide an understanding of pro-student learning practices, and an understanding of learning leaders in school development.

Conclusions

This study reveals the evaluation of the implementation of the *sekolah penggerak* curriculum from the context aspect, namely the implementation of the *sekolah penggerak* curriculum that is in accordance with the needs of students, learning objectives, developments of the times, besides that it has also been seen that the understanding of teachers and school principals is related to the *sekolah penggerak* curriculum. Furthermore, teachers also have no difficulty in implementing the *sekolah penggerak* curriculum which has an impact on students' interest in learning for the better, besides that the *sekolah penggerak* curriculum has also been socialized to stakeholders. In the input aspect, the implementation of learning has fully implemented the *sekolah penggerak* curriculum as seen from the learning scenarios, learning strategies, there are elements of Pancasila values in learning and infrastructure that support the *sekolah penggerak* curriculum. Furthermore, in the process aspect, the implementation of the *sekolah penggerak* curriculum is supported by digital technology facilities in learning, besides that the learning process instills Pancasila values in realizing the profile of Pancasila students. Finally, on the product aspect, in this aspect there has been a match between the learning objectives and the curriculum to be achieved, and this can be seen from the activities and abilities of students in learning, as well as in mastering digital learning technology. So that the harmony between mastery of field competencies and the inculcation of Pancasila values in shaping the profile of Pancasila students can be realized by implementing the *sekolah penggerak* curriculum.

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