



The Evaluation of Kurikulum Merdeka Management at Senior High School Mover Ambon City Maluku

Wahyuni Nur Azizah ✉, Noor Hudallah, Vitradesie Noekent

Universitas Negeri Semarang, Indonesia

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Abstract

The emergence of the COVID-19 pandemic in late December 2019 has significantly impacted the global and Indonesian education systems, resulting in a learning crisis and academic setbacks among students. In response, the government has pursued curriculum innovation, namely the independent curriculum, as a means to recover from the post-pandemic learning crisis. This study aimed to assess the success of the independent curriculum implementation at Senior High School Mover in Kota Ambon. The study focused on the planning, implementation, evaluation, and follow-up stages of the program, analyzing its context, input, process, and product aspects. Data were collected from five high schools and 60 teachers in Ambon City using questionnaires, interviews, and documentation. The findings indicated that the context evaluation of the curriculum emphasized the need for government and school support in terms of adequate funds and facilities. The evaluation of inputs demonstrated that teaching modules were an effective approach in meeting students' needs. The process evaluation revealed that teachers utilized the modules effectively during teaching. This research is expected to provide information about the implementation of independent curriculum in mobilizing high schools, especially in Kota Ambon so that schools can make improvements in the implementation of the kurikulum merdeka.

✉Correspondence Address :

Postgraduate Campus, Semarang State University, Jl. Kelud Utara

III Sampangan, Semarang, Indonesia

E-mail : Wahyuninur997@students.unnes.ac.id

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INTRODUCTION

The COVID-19 pandemic, which began in December 2019, has had a profound impact on the global education system, including in Indonesia (Churiyah et al., 2020). Research conducted by Engzell et al. (2021) has revealed a learning crisis, commonly referred to as learning loss, resulting from remote learning. Hanafiah et al. (2022) also support this finding. The primary cause of learning loss is the reduced learning experience compared to face-to-face classroom learning. Consequently, education policies need to adapt and evolve in response to the COVID-19 pandemic to ensure that educational goals of meaningful learning are still achieved (Nafrin & Hudaidah, 2021). The issue of learning loss has also affected education in Ambon City, where the local government mandated the suspension of in-person learning for all students, from early childhood education (PAUD) to high school (SMA/SMK). As a result, students were required to study remotely from home, leading to learning loss in nearly 85% of students in Ambon City.

In light of the COVID-19 pandemic, it is crucial for the education system to adapt and formulate new policies. These policies should be designed to address the challenges posed by the pandemic and ensure that education can effectively achieve its learning goals (Nafrin & Hudaidah, 2021). By implementing these necessary changes, education can strive to fulfill its objectives in a meaningful and effective manner, despite the presence of the pandemic.

The government has demonstrated a significant effort to address the learning crisis resulting from the COVID-19 pandemic by introducing a curriculum innovation known as the Independent (Merdeka) Curriculum (Alawi et al., 2022). The Independent curriculum is designed to provide students with opportunities for serene, enjoyable, stress-free, and pressure-free learning, allowing them to showcase their natural talents. The implementation of the Independent curriculum marks a reorganization within the Indonesian national education system. In line with the context of embracing change and

societal progress, Yamin & Syahrir (2020) proposed that this initiative enables the nation to adapt to the evolving times.

The concept of independent learning emphasizes the freedom of thought, and teachers play a pivotal role in the success of this program. In this learning system, both teachers and students are active participants. It signifies that teachers are not the sole authority of knowledge for students; instead, they collaborate with students to seek the truth. Teachers have the responsibility to foster students' reasoning abilities, enabling them to think critically and analyze the knowledge around them (Yamin & Syahrir, 2020). Furthermore, schools and teachers must undertake effective curriculum management to ensure a smooth learning process. Curriculum management encompasses activities ranging from planning to evaluation, aiming to direct and facilitate the learning process (Syaputra & Hasanah, 2021). By implementing good curriculum management practices, schools can align learning to their objectives. One approach to address issues and improve the learning process is the Plan, Do, Check, and Action (PDCA) cycle. The PDCA cycle, developed by W. Edwards Deming based on Walter Shewhart's ideas, focuses on continuous improvement and problem-solving. This management model can assist organizations in breaking free from stagnation and driving progress.

The introduction of the independent curriculum was accompanied by the implementation of the moving school program. The moving school program aims to support each school in nurturing generations of lifelong learners with a strong Pancasila student identity (Rahayu et al., 2022). Ministerial Decree Number 1177/M/2020 clearly states that the curriculum's objective is to enhance skills and develop the personality of students in accordance with the Pancasila student profile (Nurasiah et al., 2022). To achieve this objective, the role of the teacher is of utmost importance. In a journal by Ainia (2020), it is emphasized that teachers play a

central role and are expected to be a driving force in taking actions that positively impact students.

In the implementation of learning programs, evaluation is a fundamental component for assessing the success of the process. As mentioned by Suharismi (2006), evaluation is an activity that involves collecting information about the functioning of something, which is then utilized to determine the appropriate alternatives for decision-making. In this particular case, the researcher adopted the CIPP (Context, Input, Process, and Product) model as an evaluation model. The CIPP model, as described by Stufflebeam and Coryn (2014), is a process evaluation framework that aims to provide validation regarding various aspects, including reliability, program effectiveness, cost-effectiveness, efficiency, security, ease of use, and integrity. By employing the CIPP model, the researcher can comprehensively assess the learning program implementation. The model enables the evaluation of contextual factors, input resources, the actual process of implementation, and the resulting outcomes or products.

The following figure presented the four evaluation components in the CIPP model :

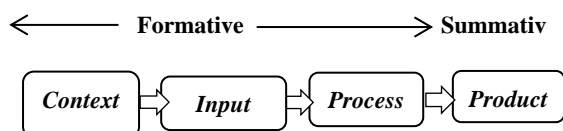


Figure 1. CIPP Evaluation Components

The four systems mentioned are described as follows:

Context Evaluation

As described by Suharismi and Jabar (2014), context evaluation involves describing and specifying the environment in which the program operates. This includes identifying unfulfilled needs, understanding the characteristics of the target population or sample, and clarifying the project objectives. Context evaluation provides an in-depth examination of the background and contextual factors that influence the formulation and strategies of the program's goals. By understanding the specific

context in which the program is implemented, evaluators can better assess the appropriateness and relevance of the program's design and objectives.

Input Evaluation

According to Widoyoko, as cited in Rusdiana (2017), input evaluation serves to guide decision-making and determine the appropriate sources, plans, and strategies needed to achieve program goals. The input evaluation component encompasses various elements, including human resources, supporting facilities and equipment, funds or budgets, as well as procedures and rules. Procedures and rules evaluation involves assessing the processes, guidelines, and regulations in place for program implementation.

Process Evaluation

Process evaluation is indeed a valuable component of the CIPP model used to assess the design and implementation of procedures during the program's implementation phase. It serves to detect and predict how well the procedures are designed and carried out. Process evaluation provides valuable information that can aid in program decision-making. By examining the actual implementation process, evaluators can identify strengths, weaknesses, and areas for improvement. This information can be used to make informed decisions about adjustments, modifications, or interventions needed to enhance the program's effectiveness.

Product Evaluation

According to Tayibnapis, as cited in Rusdiana (2017), product evaluation is a critical component that aids in making informed decisions and achieving program results. Product evaluation focuses on assessing the outcomes and results of the program. By conducting product evaluation, program evaluators can gather data and information about the achieved outcomes and the extent to which the program has met its intended goals and objectives. In summary, product evaluation serves as a key tool for assessing the outcomes and results of a program.

METHOD

This research used CIPP evaluation model, consisting of the four components (Context, Input, Process, and Product), was used as a research instrument in this evaluation study. The study employed a quantitative descriptive method to collect and analyze data. The sampling technique used in this study was purposive sampling, which means that participants were selected based on specific considerations or criteria. In this case, the study involved five senior high schools: SMA Negeri 1 Ambon, SMA Negeri 2 Ambon, SMA Negeri 3 Ambon, SMA Xaverius, and SMA YPKPM (Maluku Protestant Christian Schooling Foundation). The sample included 60 teachers from various subjects.

The sources of data for the study included questionnaires, interviews, and

documentation. These data collection methods were likely used to gather information from the teachers regarding their perceptions and experiences related to the implementation of the independent curriculum. Questionnaires provided quantitative data, interviews allowed for more in-depth qualitative insights, and documentation might have included records, reports, or other relevant materials related to the curriculum implementation. The CIPP evaluation model, as a research instrument, provided a structured framework to assess and analyze the context, input, process, and product aspects of the independent curriculum implementation. It allowed for a comprehensive evaluation of the program and facilitated the collection of data for analysis and interpretation.

Table 1. Research Respondent

No	Teacher respondents	Number of respondents	Percentage
1.	Mathematics	9	47,36
2.	Physics	6	31,57
3.	Biology	7	36,84
4.	Economy	9	47,36
5.	Language	7	36,84
6.	History	8	42,10
7.	BK	6	10
8.	Chemistry	8	13,33

Table 2. CIPP Evaluation Research Instrument

No	Indicator
1.	<p>Evaluation Contexts</p> <ul style="list-style-type: none"> a. Curriculum Implementation in Schools b. Realizing moving schools by implementing an independent curriculum c. Schools carry out IHT (<i>in-house training</i>) for teachers d. The implementation of an independent curriculum is reflected in the school's vision and mission e. Provision of supporting facilities f. The principal as the mover for the independent curriculum implementation program
2.	<p>Evaluation input</p> <ul style="list-style-type: none"> a. The development of teaching modules according to students' needs and conditions b. Selection of Pancasila students' profile dimensions c. The teacher made the initial to final assessment plan as well as the selection of learning models d. The principal carries out mentoring/enrichment related to the development of the independent curriculum implementation module
3.	<p>Evaluation process</p> <ul style="list-style-type: none"> a. Teachers used learning teaching modules. b. Implementation of initial and final assessments c. Implementation of remedial or enrichment programs according to students' learning outcomes
4.	<p>Evaluation result</p>

- a. Scores reflect students’ learning mastery
- b. The teachers’ knowledge of the teaching module is good
- c. Students learning outcomes are outlined in educational reports

Testing the validity and reliability of the questionnaire is indeed an important step in ensuring the quality of data collected for a research study. Validity refers to the extent to which a questionnaire measures what it intends to measure, while reliability refers to the consistency and stability of the questionnaire's results. In this study, it was mentioned that validity and reliability tests were conducted on the questionnaire items. The results indicated that out of the 16 questions related to the context aspect, all were deemed valid. For the input aspect, 20 questions were valid, except for one question that was considered invalid. Similarly, for the process aspect, 9 questions were valid, and for the product aspect, 9 questions were also valid. Validating the questionnaire helps ensure that the items effectively measure the intended constructs or variables. It helps to establish that the questionnaire items are relevant and meaningful for the research study.

The data analysis used to determine the effectiveness of evaluating independent curriculum management with the CIPP approach was the Glickman quadrant.

Kuadran II				Kuadran I			
C	I	P	P	C	I	P	P
+	+	-	-	+	+	+	+
+	+	-	+	+	+	+	+
+	-	+	+	+	+	+	+
-	+	+	+	+	+	+	+
Cukup efektif				Sangat efektif			
Kuadran IV				Kuadran III			
C	I	P	P	C	I	P	P
-	-	-	-	-	-	-	+
-	-	-	-	-	+	-	-
-	-	-	-	+	-	-	-
				+	+	-	-
				+	-	-	+
				-	+	-	+
				-	-	+	+
				-	+	+	-
Sangat kurang efektif				Kurang efektif			

Figure 2. Glickman Quadrant Prototype (Yoh. Sasmito Kuntjoro, 2022)

RESULTS AND DISCUSSIONS

The Evaluation Results of Context Aspects

According to Ebtessam and Foster (2019), context evaluation helps in making decisions, determining program objectives, and identifying the needs to be achieved by the program.

In this research, context evaluation was conducted through several stages, namely planning, implementation, evaluation, and follow-up, based on the contextual aspects. This process was elaborated through 16 questions. In the planning stage, it focused on the school's preparation for implementing an independent curriculum during school transitions. It considered factors such as the presence of a moving school principal, the formation of a learning committee, and the provision of in-house training (IHT) for teachers to facilitate the implementation of the independent curriculum. During the implementation stage, the research described how the schools aligned their vision and mission with the objectives of the independent curriculum. The evaluation stage involved reviewing the planning and implementation to determine if any corrections were necessary. Finally, the follow-up stage assessed whether the program could be continued or stopped based on its success in implementation.

The following table was the result of respondents’ responses from 60 teachers in terms of context aspect:

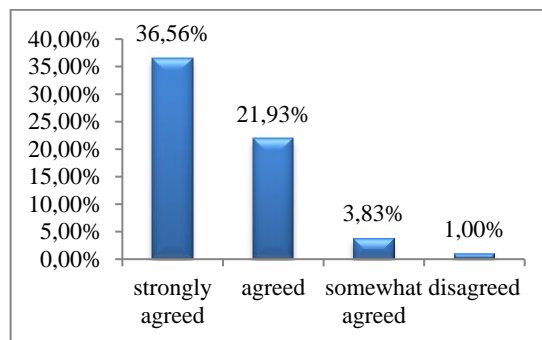


Figure 3. Results of respondents' answers to each context item

Regarding respondents' answers in the context aspect, it was found that 36.56% strongly agreed, 21.93% agreed, 3.83% somewhat agreed, and 0% disagreed. The results in the context aspect describe the implementation of the program. These results indicate that the majority of respondents have positive perceptions and agreement regarding the implementation of the program in the context aspect. The high percentage of respondents who strongly agree and agree suggests a favorable view of the program's implementation in terms of the context factors considered. It is important to note that the absence of any respondents disagreeing with the implementation of the program indicates a lack of dissenting opinions among the surveyed participants. However, it's worth considering the relatively small percentage of respondents who somewhat agree, as their views may provide valuable insights or areas for improvement. Overall, the context aspect results indicate positive perceptions and agreement among the respondents regarding the implementation of the program. These findings contribute to understanding the effectiveness and appropriateness of the program in relation to the context in which it is implemented.

Based on the Glickman analysis, the questionnaire results were categorized in quadrant I, indicating a very effective rating for the context aspect. The analysis revealed that out of the total statements analyzed, 33 statements received positive results (+), while 27 statements received negative results (-). This indicates that all aspects of the context aspect were assessed positively and are considered very effective. However, it is important to note that three statements were identified as invalid items. These statements were found to be invalid due to the unavailability of facilities to support the implementation of curriculum programs in schools and the lack of financial support from the government. The presence of these invalid statements suggests that there are areas within the

context aspect that require attention and improvement.

The Evaluation Results of Input Aspects

Input evaluation plays a crucial role in decision-making, identifying available resources, exploring alternative options, and developing plans and strategies to achieve goals. In the research, the evaluation of input was conducted through various stages, including planning, implementation, evaluation, and follow-up. This process was further detailed through 19 questions. During the planning stage, the focus was on developing teaching modules that served as guidelines for learning. The implementation stage revolved around the actual implementation of these teaching modules. Subsequently, the evaluation stage assessed the effectiveness of the teaching modules. Finally, the follow-up stage aimed to facilitate ongoing learning and improvement based on the evaluation outcomes.

The following table was the result of respondents' responses from 60 teachers in terms of input aspect:

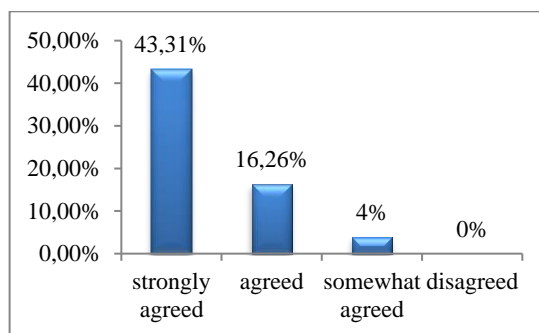


Figure 4. Results of respondents' answers to each input item

Based on the analysis of respondents' answers regarding the input items, the following results were obtained: 43.31% strongly agree, 16.26% agree, 4% somewhat agree, and 0% disagree. These calculations provide insights into the implementation of the program that is currently being conducted. The high percentage of respondents who strongly agreed and agreed suggests that the implementation of the program, particularly in terms of input factors, was perceived positively by the respondents. This

implies that the teaching modules, which were discussed and implemented as part of the input evaluation, were considered effective and beneficial for the teaching and learning process. The absence of respondents disagreeing with the statements indicates a general consensus among the respondents regarding the positive impact of the implemented program. This can be interpreted as an endorsement of the program's effectiveness and the appropriateness of the input factors, such as the teaching modules, in supporting teaching and learning activities.

Based on the analysis of the questionnaire responses from 60 teacher respondents, the input evaluation of the program was categorized as very effective. The calculation results showed that there were 28 negative (-) responses and 32 positive (+) responses, indicating an overall positive outcome in the input aspects evaluated. This suggests that the implementation of the program, from planning to follow-up, was successful and the management process was well-executed.

The effectiveness of the teaching modules and their impact on the implementation of learning were highlighted as positive aspects of the program. This indicates that the teaching modules provided valuable guidance and support for teachers in delivering effective instruction. The positive responses from the respondents affirm the success of the input evaluation, which focused on the planning, utilization, and effectiveness of teaching modules. However, it is important to note that there were four statements declared as invalid items in the input aspect. These statements suggest that there is room for improvement, particularly in terms of increasing mentoring or enrichment for teachers regarding the development of independent curriculum teaching modules. Addressing these areas of improvement can further enhance the effectiveness and quality of the program.

The Evaluation Results of Process Aspect

The evaluation process aims to identify and predict the design of implementation procedures during the implementation phase, as well as provide information for program

decisions and procedures. In the research evaluation, several key findings were identified: Teachers were able to effectively utilize the designed teaching modules during the learning process, this indicates that the modules were successfully implemented and supported teachers in delivering the curriculum. Teachers demonstrated readiness in conducting assessments throughout the entire process, from initial assessments to final assessments, this suggests that teachers were well-prepared and capable of evaluating students' progress and performance at different stages of the program. Teachers successfully executed follow-up programs, implying that they were actively involved in providing additional support and interventions to students as needed, this shows a commitment to ensuring ongoing progress and improvement in the learning outcomes. Overall, these findings indicate a positive evaluation of the implementation process, highlighting the successful utilization of teaching modules, the readiness of teachers in assessments, and their effective implementation of follow-up programs.

The following table was the result of respondents' responses from 60 teachers in terms of the process aspect:

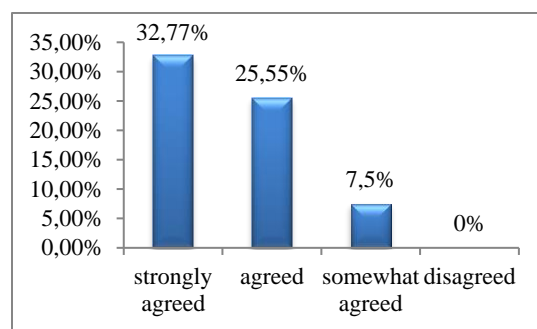


Figure 5. Results of respondents' answers to each process item

Based on the respondents' answers in the process aspect, the following results were obtained: 32.77% strongly agree, 25.55% agree, 7.5% somewhat agree, and 0% disagree. The average respondent answered strongly agree for

the 9 questions in this aspect. These findings suggest that the implementation of the program, as reflected in the process evaluation, has been positive. The majority of respondents expressed agreement and strong agreement with the statements related to the process. This indicates that the program's implementation procedures have been effective and well-received by the teachers involved.

The analysis of the questionnaire results using Glickman analysis revealed that the results fell into quadrant I, indicating a very effective category. The calculations showed 26 negative (-) values and 34 positive (+) values. In summary, all aspects of the process received positive results (+), indicating that the process aspect as a whole was successful. This suggests that the management implementation, from start to finish, was well-executed. The effectiveness of the implementation was demonstrated through the successful utilization of teaching modules in the learning process. These findings highlight the success of the program's management and the positive impact it had on the learning process. The implementation of the teaching modules contributed to the overall effectiveness of the process.

The Evaluation Results of Product Aspect

Product evaluation is an essential assessment that measures the success of achieving goals in program implementation. According to Stufflebeam, as mentioned in Suryadin, Sari, and Nurfitriani (2022), the purpose of product evaluation is to measure, interpret, and determine the program's results and ensure that it has effectively addressed the needs of the program's target groups. In the evaluation of the product aspect in this research, the program's success results were deemed good. This was supported by several factors. Firstly, teachers were able to develop teaching modules effectively, indicating their competence in designing instructional materials. Additionally, students' learning

outcomes were documented and reflected in educational reports, demonstrating positive progress and achievement. Lastly, the implementation of the independent curriculum was considered ready for continuation, indicating its feasibility and potential for sustained success

The following table was the result of respondents' responses from 60 teachers in terms of product aspect:

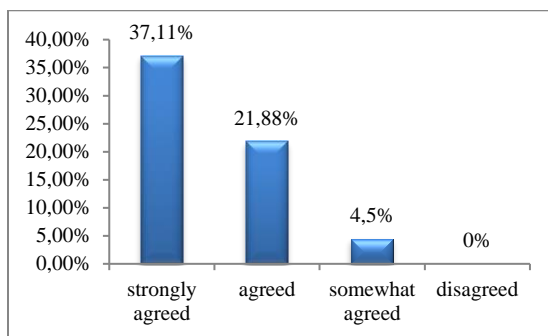


Figure 5. Results of respondents' answers to each product item

Based on the analysis of respondents' answers in the product aspect, the following results were obtained: 37.11% strongly agree, 21.88% agree, 4.5% somewhat agree, and 0% disagree. The average respondent answered strongly agree for the 9 questions in this aspect. These findings indicate that the respondents had a positive perception of the program's outcomes and achievements, as reflected in the product evaluation. The majority of respondents expressed agreement or strong agreement with the statements related to the program's results. This suggests that the program has been successful in achieving its intended goals and meeting the needs of the participants.

The analysis of the questionnaires with 60 teacher respondents regarding the product aspect resulted in a categorization of "very effective." The calculation showed 25 negative (-) values and 35 positive (+) values. Overall, the product evaluation demonstrated positive results (+), indicating the success of the program. This suggests that the implementation of the independent curriculum management was

No	Variable	Positive	Negative	Results
1	Context	33	27	+
2	Inputs	32	28	+
3	Process	34	26	+
4	Product	35	25	+
				Very effective
Category				

effective and achieved its intended goals. The success of the programs that were implemented further supports this conclusion. These findings highlight the effectiveness and successful outcomes of the program in meeting its objectives. The positive product evaluation results indicate that the program's implementation of the independent curriculum management was well-executed and yielded successful results.

The Overall Evaluation of Context, Input, Process, and Product (CIPP)

Based on the evaluation analysis of the independent learning curriculum management at Senior High School Mover in Ambon City using the CIPP (Context, Input, Process, Product) approach, the overall results showed a very positive outcome. This conclusion is supported by the analysis of the obtained questionnaires. The results of this study serve as an illustration of the successful implementation of the freedom to learn curriculum at Senior High School Mover in Ambon City, Maluku. The CIPP evaluation approach, encompassing all aspects of context, input, process, and product, yielded very good results, indicating the effectiveness and achievement of the program's goals.

These findings demonstrate the successful management of the independent learning curriculum, highlighting the positive impact it

has had on the educational experience at Senior High School Mover. The successful implementation of the freedom to learn curriculum reflects the dedication and efforts of the school and stakeholders involved in promoting innovative and effective learning approaches.

Furthermore, the following table presented the evaluation results of context, input, process, and product on the freedom to learn curriculum management at senior high school mover in Ambon. The table was Glickman analysis calculations using the *Z-score* and *T-score tests*:

Table 3. Overall CIPP evaluation results

Table 3. Based on the data analysis result and the formula presented (CIPP = + + + +), it indicates that all four CIPP variables (context, input, process, and product) received positive evaluations. This implies that the implementation of independent curriculum management at Senior High School Mover in Ambon City was deemed "very effective" in each aspect. These findings suggest that the program was carried out properly and successfully in terms of context, input, process, and product. The positive evaluation across all aspects reflects the effectiveness of the implemented curriculum management and the overall success of the program at the school.

funds or provide facilities to support the program's implementation in schools

The evaluation of the input aspect indicated that the use of teaching modules as an approach to fulfill the needs was effective. Through quadrant analysis, it was categorized as 'very effective' due to the positive outcomes. However, there is a need for school principals to intensify teacher mentoring

The evaluation of the Process aspect revealed that teachers were able to effectively implement the learning process using the designed teaching modules. Additionally, the

CONCLUSION

The evaluation of the context aspect revealed that the curriculum implementation began by addressing the needs such as strategies, materials, and performance. This finding aligns with the research results, as the respondents strongly agreed with this perspective. The use of quadrant analysis categorized it as 'very effective' due to the positive outcomes. However, there were limitations in the program implementation, as the government did not allocate sufficient

teachers demonstrated readiness in conducting initial to final assessments and effectively carried out follow-up programs. The use of quadrant analysis categorized this aspect as 'very effective' due to its positive results.

The evaluation of the Product aspect demonstrated that the program yielded positive results in terms of success. This was evidenced by teachers who were able to develop teaching modules effectively, as well as students' learning outcomes being documented in educational reports. Additionally, the implementation of the independent curriculum is deemed ready to be continued. The use of quadrant analysis categorized this aspect as 'very effective' due to its positive results

In the overall evaluation analysis of the CIPP (Context, Input, Process, Product) approach, the results indicated a highly positive outcome. This was supported by the analysis of the questionnaires obtained during the study. The findings of this research illustrated the successful implementation of the freedom to learn curriculum at Senior High School Mover in Ambon City, Maluku. Additionally, the use of quadrant analysis categorized the approach as 'very effective' due to its positive results

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