CIPP (Context, Input, Process, Product) Based Educational Program Evaluation Model in the Independent Curriculum Era

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Article Info	ABSTRACT
	The CIPP model is an abbreviation of the initial letters of four words: Context, Input, Process, and Product. The four words mentioned in the CIPP abbreviation represent evaluation targets, which are none other than components of the process of a program activity. In other words, the CIPP model is an evaluation model that views the program being evaluated as a system. The method in this article is a literature study. The results of this article are the CIPP-Based Education Program Evaluation Model (Context, Input, Process, Product) in the Independent Curriculum Era. First, context in the evaluation of the CIPP-based Independent Learning Curriculum refers to a comprehensive understanding of the educational environment that influences the implementation of the curriculum. Second, in the context of curriculum evaluation, input refers to the various components used in the design and implementation of the curriculum. Input evaluation aims to assess the quality, relevance, and suitability of these components to the desired educational goals. Third, process evaluation aims to assess whether the implementation of the curriculum is in accordance with the planned strategy. This assessment includes learning activities carried out in the curriculum, identifying those responsible for its implementation, and determining the timeframe for curriculum completion. Fourthly, product evaluation is used to assess the extent to which a curriculum is successful in achieving previously set objectives. *This is an open access article under the*

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INTRODUCTION

The curriculum is a guideline used to direct the teaching and learning process so that educational goals can be achieved. The curriculum also provides experiences faced by students during the learning process, so the curriculum is in the form of several courses. The curriculum at the higher education level is made by the academic community at the institution. In designing and compiling the curriculum, it must refer to the National Education Standards (SNP) and the Indonesian National Qualifications Framework (KKNI).

The independent curriculum is a curriculum that allows students to be able to explore an adequate concept and skills with harmonious intracurricular learning This purpose is the background for the enactment of the independent curriculum itself where previously Indonesia had experienced a problematic learning process for quite a long time. Based on national and

international studies, it shows that the average Indonesian child is not able to apply basic mathematical concepts or does not understand simple readings. In addition, the study revealed the fact that there are sad educational problems in various corners of this country (Syarif Hidayatullah, et al, t.t: 89). Regarding the development of the Independent Curriculum, it appears that the public does not understand the foundation and process behind the Independent Curriculum, thus giving rise to debate in the public regarding the openness of the development of this national curriculum (Din Wahyudin, 2024: 6).

These guidelines and standards are used so that there is harmony in making and using the curriculum. The development of a curriculum that is in accordance with standards can help direct and prevent activities that are not in accordance with the content of the curriculum. The curriculum also serves as a guideline that must be followed to improve the implementation of the inappropriate curriculum, as well as a means of building students' experience and learning ability. Therefore, it is important to evaluate the implementation of the curriculum (Akrimullah Mubai, 2021).

Conducting a program evaluation model is very important in the era of the independent curriculum, one of which is the CIPP-based educational program evaluation model. The use of components with the CIPP model as a basis for evaluating is not always the same overall. These studies could use several different components such as some of the literature that has been analyzed. Broadly speaking, the previous research that has been analyzed refers to the opinion of Stuffleabeam. The researcher explains and describes the components used for guidelines in the manufacture of research instruments. Here are some of the components in the CIPP model used for curriculum evaluation.

The analysis of the application of the CIPP model was first in a research conducted by Sirisup which evaluated the curriculum in the program at the Psychology Clinic. The research was conducted to evaluate the context of the curriculum used. It uses the basic components, facts, problems, development process and suitability of the direction of the program design. The use of context components in the evaluation at Yildiz Teknik University of the English curriculum in the form of comfort level as an improvement in the ability of a program, the level of subject difficulty, the quality of textbooks, the need for time, and the ability to understand students (Rovika Meisya and Sukiman, 2023).

RESEARCH METHODS

The method used in this article uses the literature research method, which is a research method that utilizes written materials such as manuscripts, books, magazines, newspapers, and other documents (Rahmadi, 2011: 12). A literature review is a section that theoretically describes things related to the research topic. A literature review is not made based on the researcher's own thoughts or reasoning, but is the result of collecting and rearranging information from various literature sources. What is important in writing a literature review is not the length of the explanation, but its relevance and relationship to the research topic.

By definition, Literature Review or Literature Study is the process of reading and understanding research or knowledge that has been carried out by researchers or experts before. Then, the results are written regularly and systematically. By conducting a Literature Review,

we can understand more deeply about the science related to the topic that is being researched or developed. To conduct a Literature Review, we can use various sources such as textbooks, scientific journals, and the results of trusted and quality seminars or conferences.

To find all the information available in order to keep up with the latest knowledge developments, as well as evaluate whether the information is relevant, of quality, there is controversy, or there are still gaps that need to be researched. These last two things will show where additional research is needed to try to resolve the controversial issue or fill in the gaps. The function of the literature in this study is to show research related to the research that we will conduct; In this case, it was also shown how the research answered the problem and designed the method used. In addition, the literature also helps to provide an overview of the methods and techniques used in research with the same or similar problems to the research we are facing. The library also reveals data sources or book titles that we may not have known before (Leon Andretti Abdillah, 2021: 50-55).

RESULT AND DISCUSSION
Result

The right theory to apply in this article is that the development of science begins to undergo major changes when scientific methods are used to search for truth and knowledge. Human efforts to conduct research with scientific methods encourage the rapid acceleration of scientific development, resulting in an increasingly advanced and modern human civilization. In addition, several nations that are active in conducting research have succeeded in increasing the glory and personality of their nation so that it becomes a developed and feared nation in the world. The current era of science and technology cannot be separated from the great contribution of various research efforts that have been carried out before (Rahmadi, 2011).

Discussion
Evaluation of CIPP-Based Education Programs

Evaluation is the process of comparing the results that have been achieved from a program with predetermined standards or criteria. In the implementation of the program, the criteria refer to the measure of success in running the program, while what is assessed is the process and the results. The goal is to make decisions about the future of the program, such as whether the program is continued, delayed, enhanced, developed, accepted, or rejected.

There are several program evaluation models created by experts that can be used to evaluate a program. This evaluation model is a design made by an evaluation expert, usually named according to its creator or the stage of evaluation. Evaluation itself is an activity of collecting data related to the object being evaluated, as material to make decisions in determining the next steps of a program (Darodjat and Wahyudhiana M, 2015: 3-5).

The CIPP model stands for the first four words, namely Context, Input, Process, and Product. These four words are the focus of evaluation, which is part of the process of a program. Thus, the CIPP model is an evaluation model that considers the program as a system. The uniqueness of this model is that each type of evaluation connects to the decisions taken in the planning and implementation of the program. The advantage of the CIPP model is that it

provides a thorough evaluation format in each stage, namely the context, input, process, and outcome stages. The CIPP model is based on the view that the success of an educational program is influenced by various factors, such as the characteristics of learners and the environment, the objectives of the program, the tools used, and the procedures for implementing the program. In this case, Stufflebeam stated the following evaluation objectives:

1. Provide useful information to evaluate decision options.
2. Assist relevant parties in assessing and improving the benefits of educational programs or their objects.
3. Assist in the development of policies and programs.

There are four aspects in the CIPP model, namely context, input, process, and outcome, helping decision-makers answer four basic questions, namely:

1. What should we do? is to collect and analyze needs assessment data to determine goals, priorities, and objectives.
2. How should we do it (How should we do it?), i.e. by identifying the resources and steps needed to achieve the goal, including information about the external program and the materials used.
3. Are we doing it as planned?, i.e. providing information to decision-makers about the extent to which the program is being implemented as planned, conflicts that arise, staff support, morale, material strengths and weaknesses, and budget issues.
4. Did it work?, i.e. by measuring the results and comparing them with the expected results. Thus, decision-makers can determine whether the program should be continued, modified, or terminated (Rusydi Ananda and Tien Rafida, 2017, 43-44) .

Independent Curriculum

The Independent Curriculum is a way of learning that gives more freedom to schools, teachers, and students in designing, managing, and evaluating the teaching and learning process. Although it has many advantages, as discussed earlier, the Independent Curriculum also faces several challenges and shortcomings that need to be considered. The Independent Curriculum has the advantage of focusing on important materials and developing students' abilities, as well as providing deeper, relevant, and interactive learning. In addition, this curriculum also provides freedom for teachers and schools to assess student learning outcomes more comprehensively. The implementation of the Independent Curriculum is not carried out simultaneously, but provides convenience for schools to implement it according to their respective levels of readiness. The Ministry of Culture, Research, and Technology checks the readiness of schools to implement the Independent Curriculum, and many schools have registered with the categories of independent learning, independent change, and independent sharing.

The Decree of the Minister of Education, Culture, Research, and Technology of the Republic of Indonesia Number 56/M/2022 concerning Guidelines for the Implementation of the Curriculum in the Context of Learning Recovery, Development, and Learning (2022) is a form of full support for curriculum improvement in Indonesia. The Merdeka Curriculum is expected to be able to overcome the impact of learning during the pandemic and provide freedom for schools, teachers, and students to develop innovation, independent learning, and

be creative. The evaluation of the Independent Curriculum will be carried out in 2024, and until now, the choice of curriculum implementation is still open, namely it can use the 2013 Curriculum, the Emergency Curriculum, or the Independent Curriculum.

There are several benefits and advantages of the Independent Curriculum, such as learning that is more appropriate to individuals, increased student motivation, 21st century skill development, more empowered teachers, encourages creativity, encourages student independence, and a curriculum that is relevant and responsive to change. One of the reasons why the Independent Curriculum is needed is because it can provide more individualized learning. Every child has a different way of learning, diverse interests, and unique talents. With the Independent Curriculum, teachers can develop a learning experience that is more in line with the needs of each student. This can boost students' enthusiasm for learning, help them explore their interests and stimulate their potential. The Independent Curriculum also encourages high motivation among students. When students feel they have control over the learning process, they tend to be more active and participate in the learning process. They feel more engaged and have a responsibility to achieve learning goals. This not only improves learning outcomes, but also forms more independent students. In addition, the Merdeka Curriculum also helps develop essential skills for the future, such as problem-solving, creativity, cooperation, critical thinking, and digital skills. With more flexibility in the curriculum, students can focus more on developing those skills, which will help them face future challenges. The Independent Curriculum also empowers teachers as more effective educators. In traditional learning methods, teachers are often bound to a very strict and burdensome curriculum. With the Independent Curriculum, teachers have more freedom in choosing the teaching method that suits students. This allows teachers to be better learning facilitators, understand the needs of each student, and create meaningful learning experiences. In addition, the Independent Curriculum also encourages innovation in the world of education. With more autonomy, schools can create learning programs that are engaging and in line with local culture and values.

This can make students more interested in learning and help create a more lively and interesting learning atmosphere. An independent curriculum is also important because it helps students become more independent. In this approach, students are given greater responsibility in taking care of their own learning. They learn to manage time, set goals, and be more active in the learning process. These skills are essential for success in personal and work life. The independent curriculum is also easier to change according to real-world developments. As the world continues to change, flexible curriculum can adapt more quickly to changes in the social, economic, and technological fields. Thus, students can obtain education that is relevant and in accordance with current needs (Dian Fitra, 2023: 153-154).

CIPP-Based Education Program Evaluation Model (Contex, Input, Process, Product) in the Era of Independent Curriculum

Context in the evaluation of the CIPP-based Independent Learning Curriculum refers to a comprehensive understanding of the educational environment that affects the implementation of the curriculum. Understanding the context in depth is very important in curriculum evaluation because these factors can have an impact on the implementation and success of the

Independent Learning Curriculum. With a good understanding of the context, evaluations can generate more accurate insights and provide appropriate recommendations to improve curriculum effectiveness. The context component aims to assess the aspects related to the needs before the program is implemented.

In the context of curriculum evaluation, input refers to the various components used in curriculum design and implementation. Input evaluation aims to assess the quality, relevance, and suitability of these components with the expected educational objectives. Some of the input components that need to be evaluated include curriculum guidelines, learning materials, teaching methods, resources, and teacher training. The evaluation of the process aims to assess whether the implementation of the curriculum is in accordance with the planned strategy. This assessment includes learning activities carried out in the curriculum, identification of people responsible for its implementation, and determination of curriculum completion time. The evaluation of this process is carried out through an analysis of the learning process in the context of the Independent Curriculum. Thus, the purpose of process evaluation is to provide input to the manager or manager and his staff regarding the extent of implementation in accordance with the previously set plan and schedule. If there are parts of the initial plan that need to be adjusted or developed, the evaluation process serves as a guide in making these changes. On the other hand, process evaluation serves as an indicator of success in carrying out a plan, as well as presenting a comprehensive record of the implementation of the plan that has been designed beforehand. Process evaluation is also tasked with explaining how the implementation of the character education program is carried out, which includes student participation, interaction between teachers and students, suitability between planning and implementation, materials used, learning tools or media, implementation methods, and assessment systems applied in the program.

Product evaluation is used to assess the extent of the success of a curriculum in achieving pre-set goals. The purpose of this product evaluation is to assess the extent to which the program successfully meets the needs of the target. The product evaluation was obtained from an analysis of the results of learning implementation in the Independent Curriculum (Sheila Nabila and Nadlir, 2025: 305-307).

CONCLUSION

From the explanation of the article, it can be concluded that the first CIPP-based Education Program Evaluation Model (Contex, Input, Process, Product) in the Independent Curriculum Era, namely the contex in the evaluation of the CIPP-based Independent Learning Curriculum refers to a comprehensive understanding of the educational environment that affects the implementation of the curriculum. Second, In the context of curriculum evaluation, input refers to various components used in curriculum design and implementation. Input evaluation aims to assess the quality, relevance, and suitability of these components with the expected educational objectives. The third is the evaluation process to assess whether the implementation of the curriculum is in accordance with the planned strategy. This assessment includes learning activities carried out in the curriculum, identification of people responsible

for its implementation, and determination of curriculum completion time. The fourth product evaluation is used to assess the extent of the success of a curriculum in achieving pre-set goals.

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