



CIPP MODEL EVALUATION ON THE IMPLEMENTATION OF THE MERDEKA CURRICULUM IN HINDU RELIGIOUS EDUCATION AND CHARACTER LEARNING AT SENIOR HIGH SCHOOL IN DENPASAR

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ABSTRACT

Hindu religious education and character learning form people who have faith, are devoted to God Almighty, and have noble character in accordance with the goals of national education. This research is the most recent and was urgently carried out to assess and measure the success of the implementation of the Merdeka curriculum. So that, through the results of this research, improvements can be made to aspects that have not been optimally implemented and can become a basis for consideration when making policies related to the Merdeka curriculum. The aim of this research is to thoroughly analyze the evaluation of the CIPP model on the implementation of the Merdeka curriculum in Hindu religious education and character learning for X grade students at a senior high school in Denpasar City from the level of effectiveness. This type of research is survey research, and the approach used is an evaluative approach. For sampling, X-grade students use probability sampling techniques with simple random sampling; meanwhile, for sampling of school principals and deputy principals in the curriculum sector, non-probability sampling techniques with saturated sampling are used. The instrument used is a questionnaire with data analysis techniques using descriptive statistics. The results of this research are the level of effectiveness based on calculations using Glickman's theory, respectively, for students, educators, the deputy principal for curriculum, and the school principal at SMA N 1 Denpasar, namely, very effective, very effective, and very effective. Meanwhile, at SMA N 4 Denpasar, it is less effective, very effective, and very effective. At SMA N 7 Denpasar, less effective, very effective, and very effective.

Keywords: CIPP Model Evaluation; Merdeka Curriculum

INTRODUCTION

The Merdeka curriculum is intended to transform education and produce superior human resources who have the Pancasila student profile. This Merdeka curriculum is conceptualized so that students can explore their respective interests and talents using different benchmarks. This curriculum is being trialed in Denpasar at driving schools starting in 2021. Based on interview data conducted by researchers with one of the expert trainers for

the driving school program, information was obtained that there are two paths to implementing the Merdeka learning curriculum, namely the independent path and the driving school path. The independent route means that schools register with the center and are guided through the Merdeka Mengajar Platform application. Meanwhile, the driving school route is accompanied by an expert trainer for the driving school program who has passed the selection and is officially determined by the Ministry of Education, Culture, Research, and Technology. Batch 1 for high school level driving schools in Denpasar based on the Decree of the Director General of Early Childhood Education, Basic Education, and Secondary Education number: 6555/c/hk.00/2021 concerning the Determination of the Implementing Educational Unit for the Driving School Program, namely SMA N 4 Denpasar (Penetapan Satuan Pendidikan Pelaksana Program Sekolah Penggerak, 2021). Batch II for senior high school level driving schools in Denpasar based on online data from the Ministry of Education, Culture, Research, and Technology, namely SMA N 1 Denpasar and SMA N 7 Denpasar (Kemendikbudristek, 2022). The Merdeka Curriculum is not a curriculum that must be implemented by all schools but rather is adapted to the school's readiness. School principals who wish to implement the Merdeka curriculum are asked to study material prepared by the Ministry of Education, Culture, Research, and Technology regarding the concept of the Merdeka curriculum. After studying the material, the school decides to try implementing it, and then the school will be asked to fill out a registration form and a short survey. So, the process is registration and data collection, not selection (Kemendikbud, 2022).

Curriculum evaluation is very important in reviewing the extent to which the objectives of an educational program have been achieved. Online learning during the COVID-19 pandemic, which took place in accordance with a circular letter from the Minister of Education and Culture Number: 36962/MPK.A/HK/2020 dated March 17, 2020, caused the learning process and results to not be optimal both in terms of cognitive, affective, and psychomotor. Therefore, after the COVID-19 pandemic, an Merdeka curriculum was published as part of efforts to restore learning. The main characteristics of the Merdeka curriculum that support learning recovery are: (1) project-based learning to develop soft skills and character according to the Pancasila student profile; (2) focus on essential material so that there is sufficient time for in-depth learning for basic competencies such as literacy and numeracy; and (3) flexibility for teachers to carry out differentiated learning according to students' abilities and make adjustments to local context and content. The CIPP model is very suitable to be used to evaluate the implementation of the Merdeka curriculum in Hindu religious education and character education for X grade students at a public senior high school in Denpasar. This is in line with Yusika's research with the title "application of the CIPP model in evaluating the implementation of the 2013 curriculum" and the following research results. The application of the CIPP model in evaluating the implementation of the 2013 curriculum can help in presenting accountability information from aspects of context, input, process, and product being evaluated, which can assist certain parties, such as educational institutions and agencies, in making decisions about the 2013 curriculum.

The Merdeka curriculum is a new thing, which of course requires adaptation in every aspect, starting from planning, implementation, and even assessment and measuring student learning outcomes both in Denpasar and other areas. Denpasar is the capital of Bali Province, which is the center of development in the field of education for eight other districts. Denpasar City has a total of 12 public high schools. Hindu religious education and character learning form people who have faith, are devoted to God Almighty, and have noble character in accordance with the goals of national education. This research is the most recent and was urgently carried out to assess and measure the success of the implementation of the Merdeka curriculum. So that, through the results of this research, improvements can be made to aspects

that have not been optimally implemented and can become a basis for consideration when making policies related to the Merdeka curriculum.

METHODS

Quantitative methods include survey research methods and experimental research methods. This type of research is survey research. Kerlinger (1973) states that “survey research studies large and small populations (or universes) by selecting and studying samples chosen from the population to discover the relative incidence, distribution, and interrelations of sociological and psychological variables” (Sugiyono, 2020). Cohen dan Nomion (1982) states, “A survey gathers data at a particular point in time with the intention of a) describing the nature of existing conditions, b) identifying standards against which existing conditions can be compared, or c) determining the relationships that exist between specific events” (Sudaryono, 2019). Neuman W. Lawrence (2003) states, “Surveys are quantitative beasts. The survey asks many people (call respondents) about their beliefs, opinions, characteristics, and past or present behavior. Surveys are appropriate for research questions about self-reported beliefs or behaviors” (Sugiyono, 2020). It can be concluded that the survey research method is a quantitative research method used to obtain data that occurred in the past and present about beliefs, opinions, characteristics, behavior, and variable relationships and to test several hypotheses about the relationship between sociological and psychological variables from the samples taken from certain populations. Data collection techniques generally use instruments in the form of tests, observations, interviews, and closed questionnaires, and research results tend to be generalized. The method used in this research is sequential explanatory design, namely that the design begins with quantitative research and then qualitative research (Sugiyono, 2020). With the aim of testing the hypothesis with facts in the field.

The approach used in this research is an evaluative approach. Evaluation research is a type of applied research that is expected to provide input or support decision making about the relative value of two or more alternative actions (Sudaryono, 2019). Evaluation research is applied research in a systematic way to determine the effectiveness of a program, action or policy or other object under study when compared with established goals or standards (Sugiyono, 2011). Evaluation research is conducted with the aim of improving the effectiveness of a policy or program, based on feedback from people involved in implementing the program. Evaluative research is research that demands requirements that must be met, namely the existence of criteria, benchmarks, or standards that are used as comparisons for the data obtained, after the data has been processed and represents the real conditions of the object under study (Suharsimi, 2013). The gap between real conditions and the expected conditions stated in the criteria is what is sought. From this gap, we can get an idea of whether the object under study is suitable, less suitable, or does not meet the criteria. In the evaluative approach, the researcher aims to collect data about policy implementation. In the evaluative approach, the researcher aims to collect data about policy implementation. The steps taken in evaluative research are as follows: identification of components/dimensions, identification of indicators, identification of evidence, determining data collection methods and determining data collection instruments. This research was carried out to obtain data and produce conclusions at the research location.

RESULTS

To determine the number of samples where the population is known, can use the Yamane formula. The Yamane formula is (Sugiyono, 2020):

$$n = \frac{N}{1 + N(e)^2}$$

Information :

n = number of samples required

N = total population

e = sampling error rate, usually 5%

The population and sample size in this study can be seen in the table below:

Table 1
Number of Population and Samples at SMA N 4 Denpasar, SMA N 1 Denpasar and SMA N 7 Denpasar

No	School's Name	Principal		Deputy Principal for Curriculum		Teacher of Hindu Religion and Character		Class X Students are Hindu	
		Population	Sample	Population	Sample	Population	Sample	Population	Sample
1	SMA N 4 Denpasar	1	1	1	1	2	2	461	214
2	SMA N 1 Denpasar	1	1	1	1	2	2	482	219
3	SMA N 7 Denpasar	1	1	1	1	2	2	521	227
Total		3	3	3	3	6	6	1464	660

Source (researchers' calculations, 2023)

The instrument used is a questionnaire with a scale of 5 consisting of 40 statements each for students, educators and deputy principal for curriculum and school principal. Each questionnaire consists of 20 positive statements and 20 negative statements. The scoring can be seen in the table below:

Table 2
Likert Scale Score

Number	Answer	Positive statement score	Negative statement score
1	Not accordance	1	5
2	Less accordance	2	4
3	Enough accordance	3	3
4	Accordance	4	2
5	Very accordance	5	1

Source (Budiaji, 2013)

Primary data analysis, namely data obtained from filling out questionnaires by respondents, is analyzed descriptively as follows:

$$Mi = 1/2 (\text{ideal maximum value} + \text{ideal minimum value})$$

$$Mi = 1/2 (200 + 40) = 1/2 (240) = 120$$

$$SDi = 1/6 (\text{ideal maximum value} - \text{ideal minimum value})$$

$$SD_i = 1/6 (200 - 40) = 1/6 (160) = 26,7$$

The calculation results Ideal Mean (Mi) and Ideal Standard Deviation (SDi) classified as **very high** because it meets:

$$\begin{aligned} Mi + 1,5 SD_i &\rightarrow < Mi + 3,0 SD_i \\ &= 120 + 1,5 \times 26,7 < 120 + 3 \times 26,7 \\ &= 160 < 200 \end{aligned}$$

The calculation of the results of the questionnaire filled in by educators, students and the deputy principal for curriculum and the principal uses a formula (Koyan, 2012) :

- 1) Calculating the Average or Mean (M) is the total value of the data group divided by the number of respondents using the following formula:

$$M = \frac{\sum X_i}{n}$$

The mean calculation in this research was carried out using the Excel formula, namely “=average(block all data calculated Mean)”

- 2) Calculating the Standard Deviation (SD) is the average squared deviation of each individual score from the group mean using the following formula :

$$SD = \sqrt{\frac{\sum f(X-\mu)^2}{(n-1)}}$$

SD calculations in this research were carried out using the Excel formula, namely “=stdev(block all SD calculated data)” .

- 3) Calculate the score obtained into a standard score using the following formula:

$$Z = \frac{X-\bar{X}}{SD}$$

The Z score calculation in this study was carried out using Excel.

- 4) Change the Z standard score (Z score) into a T standard score (T score) with the formula: T score = (Z score * 10) + 50. T ≥ 50 has a high component value which is symbolized by + (positive). T < 50 has a low component value which is symbolized by - (negative).
- 5) After obtaining the T score calculation results on the CIPP dimensions (context, input, process and product), to determine the level of effectiveness based on the table below :

Table 3
Level of Quality of Implementation of the Merdeka Curriculum in the CIPP Model Adapted to Glickman's Theory

II C I P P + + + - + + - + + - + + - + + + (Cukup Efektif)	I C I P P + + + + (Sangat Efektif)
IV C I P P - - - - (Sangat Tidak Efektif)	III C I P P + + - - + - - + - - + + - + - + + - + - - + + - - + - - - - + - - - - + (Kurang Efektif)

Source (Nastini, 2017)

1. Evaluation Results of the CIPP Model for Implementing the Merdeka Curriculum at SMA N 1 Denpasar

The calculation results based on quantitative data obtained from the questionnaire are as follows:

Table 4
Mean Calculation Results

Dimensions	Mean Calculation Results		
	Students	Teachers	Deputy principal for curriculum and school principal
Context	3,96	4,35	4,85
Input	4,02	4,4	4,6
Process	4,03	4,3	4,54
Product	4,01	4,35	4,5

Source (researchers' calculations, 2023)

Table 5
SD Calculation Results

Dimensions	SD Calculation Results		
	Students	Teachers	Deputy principal for curriculum and school principal
Context	0,87	0,99	0,37
Input	0,80	0,50	0,94
Process	0,83	0,57	0,88
Product	0,83	0,49	0,52

Source (researchers' calculations, 2023)

Table 6
Z Score Calculation Results

Dimensions	Z Score Calculation Results		
	Students	Teachers	Deputy principal for curriculum and school principal
Context	0,000315	0	0
Input	0,005822	0	0
Process	0,004566	0	0
Product	0,004456	0	0

Source (researchers' calculations, 2023)

Table 7
T Score Calculation Results

Dimensions	T Score Calculation Results		
	Students	Teachers	Deputy principal for curriculum and school principal
Context	50 (+)	50 (+)	50 (+)
Input	50,06 (+)	50 (+)	50 (+)
Process	50,04 (+)	50 (+)	50 (+)
Product	50,04 (+)	50 (+)	50 (+)

Source (researchers' calculations, 2023)

2. Evaluation Results of the CIPP Model for Implementing the Merdeka Curriculum at SMA N 4 Denpasar

The calculation results based on quantitative data obtained from the questionnaire are as follows:

Table 8
Mean Calculation Results

Dimension	Mean Calculation Results		
	Students	Teachers	Deputy principal for curriculum and school principal

			principal
Context	3,77	4,1	4,9
Input	3,79	3,85	4,7
Process	3,76	4	4,62
Product	3,79	3,9	4,75

Source (researchers' calculations, 2023)

Table 9

SD Calculation Results

Dimension	SD Calculation Results		
	Students	Teachers	Deputy principal for curriculum and school principal
Context	0,91	0,64	0,31
Input	0,88	0,59	0,47
Process	0,94	0	0,49
Product	0,89	0,31	0,44

Source (researchers' calculations, 2023)

Table 10

Z Score Calculation Results

Dimension	Z Score Calculation Results		
	Students	Teachers	Deputy principal for curriculum and school principal
Context	-0,03286	0	0
Input	0,005523	0	0
Process	-0,00119	0	0,05102
Product	-0,00189	0	0

Source (researchers' calculations, 2023)

Table 11

T Score Calculation Results

Dimension	T Score Calculation Results		
	Students	Teachers	Deputy principal for curriculum and school principal
Context	49,7 (-)	50 (+)	50 (+)
Input	50,06 (+)	50 (+)	50 (+)
Process	49,99 (-)	50 (+)	50,5 (+)
Product	49,98 (-)	50 (+)	50 (+)

Source (researchers' calculations, 2023)

3. Evaluation Results of the CIPP Model for Implementing the Merdeka Curriculum at SMA N 7 Denpasar

The calculation results based on quantitative data obtained from the questionnaire are as follows:

Table 12

Mean Calculation Results

Dimension	Mean Calculation Results		
	Students	Teachers	Deputy principal for curriculum and school principal
Context	3,91	4,55	4,6
Input	3,90	4,6	4,55
Process	3,87	4,75	4,54
Product	3,86	4,35	4,63

Source (researchers' calculations, 2023)

Table 13
SD Calculation Results

Dimension	SD Calculation Results		
	Students	Teachers	Deputy principal for curriculum and school principal
Context	0,85	0,60	0,50
Input	0,84	0,50	0,51
Process	0,91	0,44	0,51
Product	0,86	0,59	0,5

Source (researchers' calculations, 2023)

Table 14
Z Score Calculation Results

Dimension	Z Score Calculation Results		
	Students	Teachers	Deputy principal for curriculum and school principal
Context	-0,01	0	0
Input	0,01	0	0
Process	0	0	0,00327
Product	-0,01	0	0

Source (researchers' calculations, 2023)

Tabel 15
T Score Calculation Results

Dimension	T Score Calculation Results		
	Students	Teachers	Deputy principal for curriculum and school principal
Context	49,95 (-)	50 (+)	50 (+)
Input	50,1 (+)	50 (+)	50 (+)
Process	50 (+)	50 (+)	50,03 (+)
Product	49,95 (-)	50 (+)	50 (+)

Source (researchers' calculations, 2023)

CONCLUSION

1. **Conclusions on the Evaluation of the CIPP Model on the Effectiveness of Implementing the Merdeka Curriculum at SMA N 1 Denpasar**
 - a. For students who produce + + + +, it can be concluded that the implementation of the Merdeka curriculum in learning Hinduism and character in class X students at SMA N 1 Denpasar fulfills Glickman's theory in quadrant I, namely that it is very effective.
 - b. Educators who produce + + + + can conclude that the implementation of the Merdeka curriculum in learning Hinduism and character in class X students at SMA N 1 Denpasar fulfills Glickman's theory in quadrant I, namely that it is very effective.
 - c. The Principal and Deputy Principal for the Curriculum Division who produced + + + +, it can be concluded that the implementation of the Merdeka curriculum in the learning of Hinduism and character in class X students at SMA N 1 Denpasar fulfills Glickman's theory in quadrant I, namely it is very effective.
2. **Conclusions on the Evaluation of the CIPP Model on the Effectiveness of Implementing the Merdeka Curriculum at SMA N 4 Denpasar**
 - a. Students who produce - + - - can conclude that the implementation of the Merdeka curriculum in learning Hinduism and character in class X

- students at SMA N 4 Denpasar fulfills Glickman's theory in quadrant III, namely it is less effective.
- b. Educators who produce + + + + can conclude that the implementation of the Merdeka curriculum in learning Hinduism and character in class X students at SMA N 4 Denpasar fulfills Glickman's theory in quadrant I, namely it is very effective.
 - c. The Principal and Deputy Principal for the Curriculum Division who produced + + + +, it can be concluded that the implementation of the Merdeka curriculum in the learning of Hinduism and character in class X students at SMA N 4 Denpasar fulfills Glickman's theory in quadrant I, namely it is very effective.
- 3. Conclusions on the Evaluation of the CIPP Model on the Effectiveness of Implementing the Merdeka Curriculum at SMA N 7 Denpasar**
- a. For students who produce - + + -, it can be concluded that the implementation of the Merdeka curriculum in learning Hinduism and character in class X students at SMA N 7 Denpasar fulfills Glickman's theory in quadrant III, namely it is less effective.
 - b. Educators who produce + + + + can conclude that the implementation of the Merdeka curriculum in learning Hinduism and character in class X students at SMA N 7 Denpasar fulfills Glickman's theory in quadrant I, namely it is very effective.
 - c. The Principal and Deputy Principal for the Curriculum Division who produced + + + +, it can be concluded that the implementation of the Merdeka curriculum in the learning of Hinduism and character in class X students at SMA N 7 Denpasar fulfills Glickman's theory in quadrant I, namely it is very effective.

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