



Evaluation of The Implementation of The Merdeka Curriculum in Internalizing Serviam's Character Values with The Countenance Stake Model

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Abstract. Curriculum development is one way for the world of education to adapt to changing times. The Merdeka Curriculum that will be implemented in 2021 is a curriculum development to restore learning through learning that is meaningful, fun, and relevant to the characteristics of educational units so that the character of the Pancasila Student Profile is realized. This study was prepared to evaluate the implementation of the Merdeka Curriculum carried out in educational units by integrating the distinctive character values that are adhered to in educational units. This evaluation also encourages the discovery of opportunities to improve the curriculum, adapt more effective teaching methods, or add new relevant elements to produce graduates capable of mastering 21st century skills. The method used in this study is a qualitative method with descriptive analysis, to describe the results of the implementation of the Merdeka Curriculum. This study focuses on evaluating the learning system in private schools in the city of Bandung, by evaluating the preparation, implementation, and assessment of the implementation of a Merdeka Curriculum that internalizes Serviam's character values using the Countenance Stake model which emphasizes two main points, namely description and assessment. Through observations made and a review of existing documents, it was concluded that the implementation was going well and the school's distinctive character values were aligned with the profile values of Pancasila students in the Merdeka Curriculum.

Keywords: Curriculum Evaluation, Character Building, Merdeka Curriculum Implementation

1 Introduction

The Indonesian education system regulates the flow of teaching and learning in an educational institution, which includes several things, namely objectives, materials, teachers, students, methods, and evaluation. [1] wrote that the system is a unified component that is interconnected and interacts with each other to achieve the expected results optimally by the goals that have been set. Relevant elements are the goals to be achieved, the material to be taught, the existence of teachers, students, learning strategies, learning media, learning materials, and evaluations to be used. Other researchers claim that even with limited facilities and infrastructure, teachers

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can still be creative and innovative because the current Merdeka Curriculum development policy allows teachers to teach freely. [2] The results of different studies show that independent learning policies can be implemented by improving teaching quality, teaching methods and learning activities, teacher commitment, principal motivation, and curriculum. [3] According to Ralph Tyler in a book written by Suharsimi Arikunto states that evaluation is a process of collecting data to determine the extent to which objectives have been achieved and in what way. Achievement of evaluation objectives can serve as a guide for further improvement and a reference for policy-makers to make better decisions in the future. The Ministry of Education, Culture, Research, and Technology (Kemendikbud) has issued guidelines for the development of a Merdeka Curriculum that is held in educational units as an additional option regarding the restoration of learning in the 2022/2023 school year. This study is important for evaluating the success of implementing a Merdeka Curriculum in the learning process to improve the quality of student learning outcomes. This research focuses on evaluating the learning system in private schools in the city of Bandung, by evaluating the preparation, implementation, and assessment in the process of implementing a Merdeka Curriculum that internalizes Serviam's character values using the Countenance Stake model. [4] [5] [6]

1.1 Program Evaluation

This definition states that appraisal is an attempt to assess the value, quantity, or quality of something. According to Zainal, evaluation is a systematic and continuous process of determining certain qualities (values and interests) based on certain aspects and criteria in a decision-making framework. Based on the definition of program evaluation above, it can be seen that program evaluation is a series of systematic activities to collect information for decision-making about the program to be evaluated. Thus, program evaluation consists of three important elements, namely 1) systematic performance, 2) data collection, and 3) influence on program decision-making. [7]

1.2 Program Evaluation Objectives

The purpose of program evaluation is to determine the achievement of program objectives by measuring the implementation of program activities. The statement above explains that the purpose of evaluating training programs is to provide comprehensive information about program effectiveness, show the program's contribution to organizational goals, and provide policy directions for programs that should be continued, added to, or eliminated. In schools, educational evaluation is one of the educational process variables that can provide feedback for improving education in the following semester, and depending on the implementation process and achievements is one of the determining variables. The importance of educational programs is determined by the relevance of the program to the needs of students. All of this can be determined by evaluating the program. The results of the evaluation of evaluation activities are very useful for decision-making and program policy direction. Four possible policies can be implemented based on the results of program implementation decisions, including

(1) The program was terminated because it was deemed that the program was not profitable or could not be implemented as expected. (2) Continuation of the program, because the implementation of the program shows that everything is running as it should and is producing useful results. The main objective of this evaluation is to find out how effective each element is in implementing the curriculum at the elementary school level.

1.3 Countenance Stake Evaluation Model

Even though they are different, the goal is the same, namely to collect information about the things to be evaluated, the purpose of which is to provide material for decision-makers to determine program monitoring. The model is oriented to the influence and impact of the program (research-oriented). This evaluation model in practice focuses on two main aspects, namely description, and assessment, and distinguishes three main areas of program evaluation, namely (1) antecedents, (2) process, and (3) results. With these considerations in mind, this study uses the Stake evaluation model to analyze the learning system in private schools in the city of Bandung. According to the authors, the Countenance Stake evaluation model is suitable for research focus with complex learning system problems. The Countenance Stake evaluation model describes the learning system and provides an evaluation of the results of the learning system in private schools in the city of Bandung. This model emphasizes two main topics, namely description of implementation and consideration. This model emphasizes that evaluators must make correct, accurate, and complete decisions/assessments about the program being evaluated. In this model, information about Antecedents (Input), Transactions (Process), and Results (Product) is compared not only to determine the difference between what is received and what is expected but also compared to absolute standards so that it is known with certainty. use of the program in the organization.

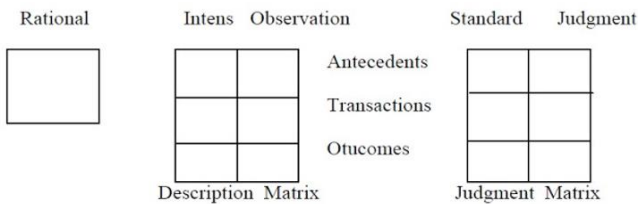


Fig. 1. Countenance Stake Model Diagram

Logical contingency is the result obtained when the evaluator considers a logical/harmonious relationship between the initial state, the process, and the result of the process. Evaluators also provide considerations based on field data between initial conditions, transactions, and results. The evaluator must consider the suitability (difference) between what is planned and what is happening in the field. (1) Preliminary Stage (Antecedent) This stage is an illustration of the implementation of a Merdeka Curriculum which includes students, teachers, conditions of supporting facilities and

infrastructure, teacher's understanding of the Merdeka Curriculum, and lesson planning. (2) Process (Transaction) Stage This stage is an illustration of the implementation of a Merdeka Curriculum in implementing project-based learning and implementing authentic assessments; (3) Outcomes Stage At this stage, authentic assessment results are measured which include attitudes and skills in implementing a Merdeka Curriculum. If the existing standards are not met, then consideration is given regarding the implementation of a Merdeka Curriculum. Considering that this research uses ideal standards (absolute standards), namely standards/criteria desired by curriculum demands, besides that it is also necessary to look at the possibility of a relationship (contingency) between levels.

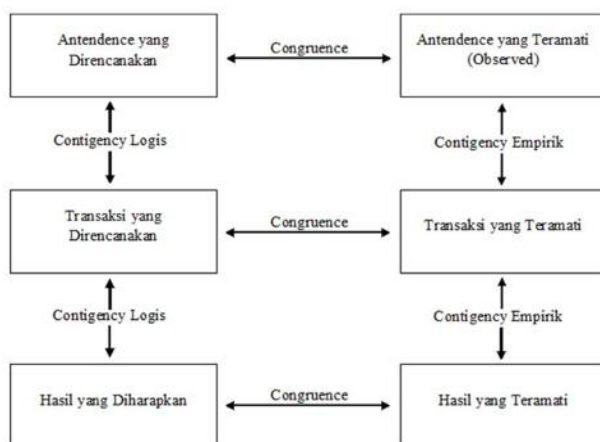


Fig. 2. The flow of the Countenance Stake Model Evaluation Process

According to the Stake model, evaluation should include the following steps: (1) explaining the program; (2) sharing information with interested parties; (3) obtaining and analyzing assessments; (4) communicating the results of the analysis to the client.

2 Method

The method used in this study is a qualitative method using a descriptive approach, with data collection techniques through in-depth interviews, observation, and documentation. Observations and interviews were conducted in May 2023 at a private Catholic school in the city of Bandung. Data acquisition techniques with instruments: Guidelines for interviews, observations, and documents. Data analysis techniques were used by Miles, Huberman, and Saldana. The four parts of a data analyzer are: Collecting data, summarizing data, viewing data, and verifying conclusions. This data analysis takes place in parallel with the data collection process. Quantitative processed data is expected to be able to produce data and information that is more valid and consistent regarding the effectiveness of the Merdeka Curriculum. [8]

3 Result

From the results of observation and collection of appropriate documentation and literature, the learning evaluation process at the school in Bandung can be described in the following table :

Table 1. The process of evaluating the Merdeka Curriculum learning

	Description Matrix		Judgment Matrix	
	Intents	Observations	Standards	Judgment
Antecedents	Learning Planning	Learning planning conditions	Instructional planning guidelines based on Permendikbud No. 21 of 2016	Give consideration to the results of observations
Transactions	Implementation of Learning	Implementation of Learning	Guidelines for implementing learning based on Permendikbud No. 22 of 2016	Give consideration to the results of observations
	Authentic Assessment	Implementation Authentic Assessment	Assessment standards based on Permendikbud No. 23 of 2016 and No. 3 of 2017	
Outcomes	Results Evaluation	Results Evaluation	Standard evaluation	Give consideration to the results of observations

3.1 Transaction (Process Stages)

The process stage consists of learning and implementing authentic assessment. Implementation of learning consists of the following indicators, namely:

1. The use of teacher books and student books is not the main source of learning because they are not yet available.
2. The handbook chosen by the teacher and provided by the school is used as the main resource in learning.
3. Carry out learning through observing activities.
4. Carry out learning through questioning activities.
5. Carry out learning through project activities, experiments, and assignments.
6. Carry out learning through reasoning activities and creative thinking.
7. Carry out learning through practical activities and field observations.
8. Learning is carried out by using/involving various learning resources and learning media.
9. Teach subjects separately from one subject to another
10. In the learning process, the dimensions of the Pancasila student profile are taught in the form of knowledge, attitudes, and skills

11. In the learning process, the implementation of the project to strengthen the Pancasila student profile every year is determined and taught through integrated learning activities.
12. The school develops projects according to the needs of the school.
13. Learning Outcomes are carried out thoroughly in every learning activity

Below is a description of each step:

Implementation of project-based learning.

In this step, Merdeka Curriculum learning is explained about the scientific implementation of the learning project, which is divided into three parts, namely initial activities, core activities, and final activities.

a. Preliminary activities

This activity consists of observation and motivation as well as knowledge transfer and action plans. The teacher conveys the usefulness of the subject matter by learning it from students.

b. Core activities

Core activities include thematic mastery, application of pedagogic learning strategies, application of scientific approaches, application of integrated thematic learning, use of learning resources/media in learning, student involvement in learning, and correct and appropriate language in learning.

c. End activities

This was done by asking the students' impressions/messages about the day's learning, whether it was fun/not, useful/not.

Making Authentic Judgments.

Authentic assessment is a form of assessment that focuses on gathering real-world evidence and interpreting student performance in situations that reflect real-world contexts or truly meaningful assignments.

Here are the steps for conducting an authentic assessment:

- a. Determine the purpose of the assessment; determine by authentic judgment what goals are to be achieved.
- b. Designing authentic tasks; designing tasks that reflect real situations or tasks that are important in everyday life.
- c. Collect achievement tokens; select evidence-gathering methods and tools appropriate to the task for which they are designed.
- d. If necessary, Observe and record direct observations of students when they complete assignments or assignments.
- e. Using an assessment rubric; create a clear and structured scoring rubric to describe the assessment criteria to be used. This section helps provide targeted and objective feedback to students.
- f. Encourage students to think; after gathering evidence, engage students in reflection.
- g. Provide constructive feedback; give students concrete, constructive feedback based on grades.

- h. Involve students in the assessment process, by offering opportunities to reflect and evaluate their performance.
- i. Using assessment results to improve; use the results of the assessment to provide ideas for teachers to plan further learning.

From the results of observations made by researchers, it was found that 30.95% of teachers always carry out learning by implementing learning stages, 57.27% of teachers often carry out learning implementation by implementing learning stages, 9.46% of teachers rarely carry out learning implementation by implementing learning stages, 2.30% of teachers do not apply learning stages.

Of the 2.30% of teachers who did not apply the learning stages, it was found in the indicators of using teacher's books and student books not as the main source of learning because they were not yet available and the handbooks selected by the teacher and provided by the school were used as the main source in learning.

3.2 Outcomes

Curriculum outcomes usually refer to the knowledge, skills, attitudes, or behaviors students are expected to acquire after completing a program or level of education. The assessment process plays a very important role in learning. By assessing students' understanding and abilities, teachers can identify whether they have achieved the expected level of knowledge and intervene if there are gaps. Conducting assessments allows teachers to give students feedback on their strengths and weaknesses so that students understand where they stand and where there is potential for improvement. It is no less important in the assessment to measure the effectiveness of teaching and curriculum. Because Evaluation also plays an important role in evaluating the effectiveness of teaching and the curriculum as a whole. When schools and teachers look at student assessment results as a whole, they can identify strengths and weaknesses in their teaching.

4 Discussion

In the overall assessment process, there is an attitude assessment process that leads to an assessment of the character profile of Pancasila students. The character value of the Pancasila student profile is shown in the following figure:



Fig. 3. Pancasila Student Profile Values

As a Catholic school, the school has a character assessment that characterizes the profile of Ursula's graduate students. Serviam's character values are character values that are instilled in every student of the school which characterizes the graduate profile of Ursuline students. These values are shown in the following figure:



Fig. 4. Serviam's Character Value

In the process of assessing the Pancasila student profile character values are translated into service's character values.

At this stage the teacher also directly observes and evaluates the inculcation of Serviam's character values from each student with predetermined indicators.

For each area of assessment, the author may decide as follows:

1. Antecedents (preparations)

The results of the evaluation of the Merdeka curriculum learning system at the school have met the standards. In this context, there is an RPP that contains a Learning Implementation Plan (RPP).

2. Transaction (process)

The results of the teacher's assessment of the implementation of the Learning Implementation Plan (RPP) require an increase in the availability of teacher's and student's books which are the main source of learning, as well as guidebooks that are selected and used by teachers.

3. Outcomes (Results)

The achievement of the results of the Independent Curriculum learning system is shown from the evaluation results of antecedents, processes, and previous results showing that the elements of the learning system can achieve learning objectives.

The inculcation of Serviam's character values can be internalized in the implementation of the Merdeka Curriculum because the attitude assessment indicators from the Pancasila student profile are in line with the attitude assessment indicators of Serviam's character.

This study can be further developed for broader research, namely the ongoing Serviam character education program from early childhood education to the end of secondary education.

5 Declaration

The author declares that there is no conflict of interest regarding the publication of this article. The author confirms that the data and content of the article are free from plagiarism.

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