Urgency of Evaluation of Sekolah Penggerak Program Through the CIPP Model (Context, Input, Process, Product): A Critical Study

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ABSTRACT
This research aims to recommend the urgency of evaluating the Sekolah Penggerak program in high schools using the CIPP (Context, Input, Process and Product) model. Sekolah Penggerak are schools selected and selected by the Ministry of Education and Culture, Technology Research of the Republic of Indonesia to implement the Merdeka curriculum. The Sekolah Penggerak can also be assumed to be a derivative product of the Merdeka curriculum which replaced the 2013 curriculum and the emergency curriculum. This research uses qualitative research. Qualitative research is research that aims to understand the conditions of a context by leading to a detailed and in-depth picture of what is happening according to what is happening. The results of the research show that the Ministry of Education and Culture, under the leadership of Nadiem Anwar Makarim, launched a superior program, namely, Sekolah Penggerak which is believed to be a necessity and a way to improve and improve the quality of education in schools. The Sekolah Penggerak program that has been implemented should have undergone a comprehensive evaluation and this is an important need. Critically, programs that have been created and implemented in a lively manner and using funds from public money which also have direct contact with the people should be evaluated to determine their usefulness in the field of education. Therefore, the author recommends the CIPP model as an evaluation model used for the Sekolah Penggerak program which is the current flagship program of the Ministry of Education and Culture.

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INTRODUCTION

The Ministry of Education and Culture, Technology Research (Kemendikbudristek) of the Republic of Indonesia under the leadership of Nadiem Anwar Makarim launched a flagship program, namely, Sekolah Penggerak which is believed to be a necessity and a way to improve and increase the quality of education in schools. Sekolah Penggerak are schools selected and selected by the Ministry of Education and Culture to implement the independent curriculum. The Sekolah Penggerak can also be assumed to be a derivative product of the Merdeka curriculum which replaced the 2013 curriculum and the emergency curriculum. Curriculum implementation in Indonesia always changes according to the need to find and become an effective way to achieve goals (Utami & Suswanto, 2022). Curriculum changes continue to occur as a result of progress and changes in the world of education and the world of work. However, curriculum development is not that easy and simple. In implementing and developing its components, curriculum developers must pay attention to the objectives, components, content and evaluation. The direction and objectives of the curriculum itself are dynamic because they continue to shift (Darling-Hammond et al., 2020), so that in responding to these various changes, the curriculum must be flexible and able to adapt to changes in thinking patterns and demands (Fikri & Hasudungan, 2021).

The Sekolah Penggerak program is a previous school transformation program that focused on increasing student competency holistically to encourage students to realize the Pancasila (The Foundation of the Indonesian State) student profile. Through the Pancasila student profile, the Sekolah Penggerak aims to realize the ideals of transformational progress in Indonesian education. One of the programs launched by Merdeka Belajar is the Sekolah Penggerak program which was launched on February 1 2021. Evidence of the government's seriousness in implementing the Sekolah Penggerak program was proven in the 2021/2022 academic year which involved approximately 2,500 educational units in 34 provinces and 110 districts/cities. Meanwhile, in the 2022/2023 academic year, it is projected that 10,000...
educational units in 34 provinces and 250 districts/cities will be involved in taking part in this program (Direktorat Sekolah Dasar Kementerian Pendidikan Kebudayaan Riset dan Teknologi Republik Indonesia, 2021). 

**Sekolah Penggerak** accelerates public and private schools in all school conditions to go 1-2 stages further (Ritonga et al., 2022). This program is carried out in stages and is integrated with the ecosystem until all schools in Indonesia become **Sekolah Penggerak**. Decree of the Minister of Education, Culture, Research and Technology of the Republic of Indonesia Number 1177/M/2020 concerning the **Sekolah Penggerak** program, states that the aim of the **Sekolah Penggerak** program is to improve the competency and character profile of **Pancasila** students (Rachmawati et al., 2022), ensuring educational equality quality through school principal capacity building programs, able to lead educational units in achieving quality learning, building a stronger educational ecosystem that focuses on improving quality, and creating a collaborative climate for stakeholders in the education sector in schools, regional and central government. 

Apart from developing the curriculum towards the **Sekolah Penggerak** program, the Ministry of Education, Culture, Research and Technology also understands the new educational paradigm that is entering the concept of 21st century learning, Indonesian education needs to reconstruct the educational paradigm. This aims to create superior human resources, because schools are the right place for transferring knowledge, cultivating culture and character formation. This is also related to taking advantage of the demographic bonus in 2030 and a golden Indonesia in 2045 (Hasudungan & Kurniawan, 2018).

However, in its implementation, of course there are many obstacles and challenges, especially since this is still a new program so there is no final form for this program because there are still changes in terms of concepts and rules, and of course in its implementation because it has to go through a process that is not easy. In this case, the development of education policy requires adaptation even though it is a long and difficult process. Therefore, school residents are required to be able to adapt to the new policies that apply where school residents must be able to change the old paradigm by following new policies. Apart from that, school principals and teachers are also required to be able to innovate in delivering learning material by utilizing supporting platforms (Yuliani et al., 2022), in this case school principals and teachers have difficulty mastering technology due to age, so assistance is needed in accessing or implementing it, as well as problems in terms of learning limitations, use of technology, signals and costs (Hasudungan et al., 2022).

In another study conducted by Jannati et al. (2023) entitled **Peran Guru Penggerak dalam Implementasi Kurikulum Merdeka di Sekolah Dasar** (the role of **Guru Penggerak** in the implementation of the **Merdeka** curriculum in elementary schools), it was found that there is a **Merdeka Belajar** curriculum which is a reference in **Sekolah Penggerak**, which produces students with noble character. as independent, think critically, creatively, collaborate, have a sense of diversity, and teachers support their leaders in participating in creating a **Sekolah Penggerak**, even though at first it was very difficult to implement the **Merdeka Belajar** curriculum and encountered various difficulties including training teachers and technicians to implement it. New learning paradigm, preparing learning administration according to the **Merdeka Belajar** curriculum guidelines, synchronizing the **Sekolah Penggerak** report application, changing the mindset of school residents to implement student-centered education, even though they are still incomplete in understanding this program and still have a lot to learn.

Ningrum (2022) in his research entitled **Tingkat Kesiapan Individu dalam Mengimplementasikan Kurikulum Merdeka Belajar di Sekolah Penggerak Berdasarkan Motivasi Instrinsik dan Ekstrinsik** (level of individual readiness in implementing the **Merdeka Belajar** Curriculum in **Sekolah Penggerak** based on intrinsic and extrinsic motivation) revealed that the **Sekolah Penggerak** program leads to improving the quality of education in Indonesia. The **Sekolah Penggerak** is a program that focuses on developing student learning outcomes holistically by realizing the **Pancasila** student profile which includes cognitive and character competencies starting with superior human resources (school principals and teachers).

Another research conducted by Marmoah et al. (2022) entitled **Persepsi Guru terhadap Pelaksanaan Program Sekolah Penggerak di Sekolah Dasar** (teacher perceptions of the implementation of the **Sekolah Penggerak** program in primary schools) found that teachers’ perceptions were neutral towards the implementation of the **Sekolah Penggerak** because the **Merdeka Belajar** curriculum system in the **Sekolah Penggerak** was good, but its implementation was not optimal. This is due to a lack of information for teachers to train learning system competencies using the **Merdeka Belajar** curriculum at the **Sekolah Penggerak** (Rohmah et al., 2023). The **Sekolah Penggerak** program also received a poor response from teachers because the implementation of the **Sekolah Penggerak** program had not been carried out well and was not optimal in terms of school management.

Even though there are previous studies related to this research, the author found that there was a research gap between previous research and this research where this research used qualitative methods with interviews and observations as data collection techniques, while previous research used quantitative methods using statistics to process it. data through questionnaires; Apart from that, there are previous studies that use literature studies with critical analysis using...
secondary data from journals, books or other reading materials; However, there are also previous studies that use a qualitative approach, but have a different focus. Considering that the Sekolah Penggerak program is a new program and was hampered by the COVID-19 pandemic, which of course created obstacles in its implementation and required literacy and sensitivity to all its dynamics, researchers are interested in researching this matter further. This research aims to recommend the urgency of evaluating the Sekolah Penggerak program in high schools using the CIPP (Context, Input, Process and Product) model.

METHODS

This research uses qualitative research. Qualitative research is research that aims to understand the conditions of a context by leading to a detailed and in-depth picture of what happened according to what happened (Creswell & Creswell, 2018). In qualitative research, it is necessary to go beyond the stages of the critical-scientific thinking process to capture facts and social phenomena that occur in the field that need to be analyzed. Qualitative research does not use statistics, but rather through data collection and analysis then interpreted by trying to gain enlightenment and understanding of a phenomenon.

Researchers use qualitative methods by trying to dig up information in depth and openly by asking people to express their views and thoughts about a topic without giving them much direction about what they should say to get a clearer view of the insights and implementation of the Sekolah Penggerak program. The subject of this research is a Senior High School (SMA) that is currently participating in the Sekolah Penggerak program. A series of sentences that describe the singularity of an object, the meaning of an event, a process, and social interactions are needed in the qualitative approach of this research to determine the evaluation of the implementation of the Sekolah Penggerak program on context, input, process, and product components, which cannot be measured with numbers or through numerical tabulations. To gain a complete understanding of the Sekolah Penggerak program in all its aspects, qualitative research was conducted. Researchers will investigate phenomena such as work step methods, recipe formulas, and various concepts.

The term “qualitative research” refers to research that is more qualitative than quantitative. In addition, problems that are not yet clear, holistic, complex, dynamic, or full of meaning make collecting quantitative data on social situations impossible. By using a qualitative approach, researchers can gain a thorough understanding of social situations, as well as identify patterns, hypotheses and theories. Researchers recommend that an investigation be conducted into the implementation of the Sekolah Penggerak program using this qualitative approach. Even though qualitative research does not yet have a clear problem or purpose, it can immediately enter into its object/field and there is room for development or changes from the initial proposal.

Daniel L. Stufflebeam's CIPP evaluation model was selected. When compared with other evaluation models, the CIPP evaluation model has several advantages, including: it is more comprehensive, because the evaluation object includes context, input, process, and products and results (Muqorobin et al., 2022). The formation of a complete CIPP evaluation model will certainly be able to provide a better basis for making decisions, policies and subsequent programs. The evaluation method for this research was carried out descriptively and qualitatively using the CIPP (Context, Input, Process, Product) model. Researchers try to describe a symptom of an ongoing event. At a certain point in time, researchers will discover knowledge or research theory and produce data. According to the CIPP evaluation concept, an important goal of evaluation is not only to prove, but also to improve. The CIPP model evaluation can be used in various fields, including education, management and business (Aulya et al., 2022).

Based on the quote above related to the abbreviation CIPP, it can be explained that context evaluation measures needs, based on goals and priorities and assesses the results significantly. Input evaluation measures the resources taken, while process evaluation includes implementation and planning to guide activities to help explain results. The final result is evaluation, identifying expected results and unexpected products. The following is an explanation of the meaning and meaning of each word as follows: (1) Context evaluation, the context of evaluation means that an evaluator must be careful and sharp in understanding the evaluation context related to planning decisions, identifying needs and formulating program objectives; (2) Input evaluation. Input evaluation requires good preparation for everything that will influence the evaluation implementation process. This evaluation input will help in organizing decisions to determine the resources needed. I was looking for different things to do. Determine a mature plan, develop a strategy to be implemented, and pay attention to work procedures to achieve it; (3) Process evaluation, implementation of a program. This process evaluation is related to what activities will be carried out, who is responsible for the program, and when the activities will be completed. This process evaluation focuses on how well program activities are
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implemented according to plan; (4) Product evaluation. This is the final stage of the program evaluation series. Product evaluation to determine the results of program activities.

According to Miles & Huberman (1994), this research uses interactive model data analysis. Data analysis activities take place through the stages of data reduction or data reduction, data display or data presentation, and conclusion drawing or verification. Testing the validity of data in qualitative research is said to be different from quantitative research. According to Sugiyono (2017), data validity tests in qualitative research include tests of credibility (internal validity), transferability (external validity/generalization), and dependability (reliability and confirmability) (objectivity). However, the main goal is to assess the credibility of the data.

DISCUSSION

Sekolah Penggerak

Sekolah Penggerak is a new term in the world of education that has just been realized by the Minister of Education, Culture, Research and Technology, Nadiem Anwar Makarim. Therefore, researchers want to explain more deeply about matters related to Sekolah Penggerak, such as the meaning, objectives, benefits, interventions and scope of Sekolah Penggerak.

Understanding the Sekolah Penggerak Program

Sekolah Penggerak is part of Merdeka Belajar and previous school reform initiatives launched by the Minister of Education, Culture, Research and Technology, Nadiem Anwar Makarim on February 1 2021, which will begin to be used in the 2021/2022 school year in 2,500 schools spread across 34 provinces and 111 districts /city. The Sekolah Penggerak is an effort to realize the vision of Indonesian education in realizing an advanced Indonesia that is sovereign, independent, and has personality (Rahayuningsih, 2022).

This is intended to realize the vision of Indonesian education, namely schools that focus on developing student learning outcomes holistically by realizing a Pancasila student profile. The Pancasila student profile is a graduate profile which aims to demonstrate the character and competencies that are expected to be achieved and strengthen the noble values of Pancasila for students and stakeholders (Hasudungan & Abidin, 2020). It consists of six dimensions, which include loyalty, global diversity, independence, working together, critical thinking, and creativity. These six dimensions must be seen as a unit that is mutually supportive and sustainable (Hadi et al., 2023).

As a driving force for the transformation of Indonesian education, the Sekolah Penggerak is expected to provide holistic support for student growth and development so that they can develop into a Pancasila student profile, become a coach or mentor to other teachers for student-centered learning, and act as a role model and agent of transformation for the ecosystem. Education (Astawa, 2021). In closing, the Sekolah Penggerak program is a previous school transformation program that focuses on increasing student competence holistically to encourage students and is also a catalyst for realizing Indonesia’s educational goals and changing previous schools (Ahid & Sufirmansyah, 2022), which focuses on strengthening student abilities holistically to inspire students to reflect student profiles Pancasila to realize Indonesia’s educational goals.

Goals of the Sekolah Penggerak Program

In general, the Sekolah Penggerak program must have the aim of realizing better education. Of course, the goal pursued is to produce superior, characterful and professional human resources, so that they are able to support sustainable development in the future. There are specific objectives of the Sekolah Penggerak program:

a. Improve competence and character according to the Pancasila student profile.
b. Ensure equal distribution of educational quality through improvement programs and the capacity of school principals who can lead educational units in achieving quality learning.
c. Building a stronger education ecosystem with a focus on improving quality.
d. Creating a collaborative climate for stakeholders in the education sector, both within schools and the government.

In short, the goal of the Sekolah Penggerak program is to improve overall student learning outcomes. Apart from that, it also drives the development of an ecosystem that promotes regional and national cooperation and transformation. The desired outcome is to produce superior, characterful and professional human resources.
Benefits of the Sekolah Penggerak Program

*Sekolah Penggerak* certainly have benefits for all elements in the education sector, especially for educational units and for local governments as the authorities in making *Sekolah Penggerak* policies. Some of the benefits of the *Sekolah Penggerak* program include (Direktorat Sekolah Dasar Kementerian Pendidikan Kebudayaan Riset dan Teknologi Republik Indonesia, 2021):

a. Benefits for local governments:
   i. Increasing human resource competency in educational units.
   ii. Accelerate improving the quality of education in the region.
   iii. Make learning more interesting and fun.
   iv. Opportunity to get awards as a driving force for education.
   v. Multiplier effect from *Sekolah Penggerak* to other schools.
   vi. Become a reference for good practice in the development of *Sekolah Penggerak*.

b. Benefits for educational units:
   i. Improving educational quality results in three academic years.
   ii. Increasing the competence of school principals and teachers.
   iii. Accelerate the achievement of the *Pancasila* student profile.
   iv. Accelerating school digitalization.
   v. Obtain additional budget to purchase holistic competency learning books.
   vi. Receive intensive assistance for the transformation of educational units.
   vii. Opportunities to become a catalyst for change for other educational units.

In summary, because *Sekolah Penggerak* is a collaborative initiative involving local governments and educational units, this benefits both parties. Through this program, local governments can increase human resource competency and improve the quality of education. For educational units, it can be a catalyst for change for other educational units so that educational units can go 1 to 2 stages further.

Sekolah Penggerak Program Intervention

In the implementation of the *Sekolah Penggerak*, there are several interventions or collaborative relationships that are interrelated with each other, the intervention points of which are synergistic and aim to create an effective *Sekolah Penggerak*. The *Sekolah Penggerak* program intervention can be carried out as follows:

a. There is consultative and asymmetric assistance
   The aim of this intervention is collaboration between the two parties, namely the Ministry of Education, Culture, Research and Technology and the local government to implement the curriculum at the *Sekolah Penggerak* (Maulana et al., 2024).

b. The existence of strong school human resources
   To support the successful implementation of the *Sekolah Penggerak*, training is held taught by experts who have been provided by the Ministry of Education, Culture, Research and Technology (Desianti & Rahayuningsih, 2022).

c. There is a holistic competency learning concept
   The aim of holistic learning is to show how schools realize the vision of education in Indonesia by strengthening student competencies and highlighting student profiles that adhere to *Pancasila* (Hasanah et al., 2022).

d. There is a school digitalization program
   This is done to increase the effectiveness and efficiency of implementing *Sekolah Penggerak*, bearing in mind that along with developments over time, almost all schools are implementing digital-based learning methods. This is also done to strengthen and uphold the good name of the school concerned.

e. There is a data-based learning plan
   This is done so that schools can improve the performance of teaching staff through planned and structured data collection. The implementation of *Sekolah Penggerak* for a school can be used as a reference for other schools to improve the quality of education in that educational unit (Kementerian Pendidikan Kebudayaan Riset dan Teknologi Republik Indonesia, 2023). In short, several interventions are interrelated and synergize with each other in the implementation of *Sekolah Penggerak*, such as consultative and asymmetric assistance, strong school human resources, a holistic competency learning concept, school digitalization programs, and data-based learning plans.
Scope of the Sekolah Penggerak Program

The Sekolah Penggerak has a scope that covers the entire picture of the Sekolah Penggerak program, starting from socialization at the beginning of the implementation of the Sekolah Penggerak program to evaluation. As stated in the Decree of the Minister of Education, Culture, Research and Technology of the Republic of Indonesia Number 162/M/2021 concerning Sekolah Penggerak (Kurniasih, 2022), the scope of implementation of the Sekolah Penggerak program includes:

a. Socialization of the Sekolah Penggerak program.
b. Determination of provinces/districts/cities as organizers of the Sekolah Penggerak program.
c. Determination of an educational unit as the implementer of the Sekolah Penggerak program.
d. Implementation of Sekolah Penggerak program activities in provincial/district/city regional governments.
e. Implementation of Sekolah Penggerak program activities in educational units.
f. Evaluation of the implementation of the Sekolah Penggerak program.

In brief, the scope of implementation of the Sekolah Penggerak program starts from socialization, determining the province/district/city as the organizer, determining the Sekolah Penggerak education unit, implementation within the provincial/district/city regional government, and in education units, as well as evaluation (Khiftiyah et al., 2023).

CIPP Model

The CIPP model was created in the 1960s by Daniel Stufflebeam and is considered a decision-oriented model that systematically collects information about a program to identify strengths and limitations in content or delivery, to improve program effectiveness, or plan the future of a program (Anh, 2018). Users of this model often focus on management-oriented evaluation, as this framework incorporates four stages of evaluation. The focus is on continuous improvement by concentrating on four program areas: overall goal or mission (Context Evaluation); plans and resources (Input Evaluation); activities or components (Process Evaluation); and results or objectives (Product Evaluation).

By exploring each of these four areas, the program can identify critical components for assessing where the touch points for revision lie. Starting with a context evaluation, the evaluator examines the resources and background within the program, such as the scope of the evaluation and existing program supports. Looking at overarching goals, exploring background information, and cultural context are all components included during this stage. Once the objectives are assessed, the evaluator can move to the model input evaluation stage. During the input evaluation phase, the review focuses on identifying key stakeholders and examining the program budget (Rocha et al., 2022). This stage also collects information about planning and implementation strategies including human resources and time.

During the third stage of process evaluation, program activities are assessed with a focus on continuous improvement—what is being done, is it being done well and what needs to be addressed for change? Finally, evaluators using CIPP measure program results and how effectively these results are handled (Irawan & Prasetyo, 2020). They can ask: what is the impact and how sustainable is the program? As depicted in the figure above, governing all stages is the mission or core values of the program to continually refer to at each stage of evaluation, see references for example.

The context evaluation stage of the CIPP Model creates a big picture of the fit between the program and the evaluation (Gullickson et al., 2019). This stage assists in planning decisions, and allows evaluators to identify community needs, assets, and resources to provide beneficial programs. Context evaluation also identifies the political climate that may influence program success. To accomplish this, evaluators collect and assess background information, and interview program leaders and stakeholders. Key stakeholders in the evaluation are identified (Umam & Saripah, 2018).
Additionally, program objectives are assessed, and reporting data about the program environment is collected. Data collection can use various formats. This includes formative and summative steps, such as environmental analysis of existing documents, program profiles, case study interviews, and stakeholder interviews. Throughout this process, ongoing dialogue with clients to provide updates is integral.

To complete the context evaluation, an input evaluation can be completed. At this stage, information is collected regarding the mission, objectives and program plans. The aim is to assess the program's strategy, benefits, and work plans against research, the program's responsiveness to client needs, and alternative strategies offered in similar programs. The purpose of this stage is to choose the right strategy to apply to solve program problems.

In addition to context evaluation and input evaluation, reviewing program quality is a key element of CIPP (Tuna & Başdal, 2021). Process evaluation investigates the quality of program implementation. At this stage, program activities are monitored, documented and assessed by evaluators. The main goals of this stage are to provide feedback on the extent to which planned activities are being carried out, guide staff on how to modify and improve program plans, and assess the extent to which participants can carry out their roles.

The final component to CIPP, product evaluation, assesses the positive and negative effects of the program on its target audience, assessing desired and undesirable outcomes. Short-term and long-term outcomes were assessed. During this stage, relevant stakeholder and expert assessments are analyzed, looking at outcomes that impact groups, subgroups and individuals. Applying a combination of methodological techniques ensures all results are recorded and helps verify evaluation findings.

CONCLUSION

The Sekolah Penggerak program which has been implemented by the Ministry of Education and Culture of the Republic of Indonesia should have undergone a comprehensive evaluation. Because, the aim of the Sekolah Penggerak program is to improve the competency and character profile of Pancasila students. The author recommends using the CIPP model as an evaluation model. The CIPP model was created in the 1960s by Daniel Stufflebeam and is considered a decision-oriented model that systematically gathers information about a program to identify strengths and limitations in content or delivery, to improve program effectiveness, or plan a program's future. This means that it is important to see the effectiveness of the Sekolah Penggerak program, considering that this year is Minister Nadiem Anwar Makarim's last year as Minister of Education and Culture, who will not necessarily be given another position or the Sekolah Penggerak program will be continued by the next minister. Critically, programs that have been created and implemented in a lively manner and using funds from public money which also have direct contact with the people should be evaluated to determine their usefulness in the field of education.

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