



## Curriculum Evaluation of the Implementation of Sekolah Penggerak Program at TK Abaabil Bila Sidrap

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### ABSTRACT

The aims of this study are 1) to find out whether TK Abaabil Bila has made Kepmendikbud Number 1177/M/2020 concerning the Sekolah penggerak Program and Kepmendikbud RI Number 958/P/2020 concerning Learning Outcomes in Early Childhood Education, Basic Education, and Middle Education as a reference for curriculum development; 2) To find out the availability of Human Resources and Infrastructure in supporting the implementation of the PSP curriculum at TK Abaabil Bila Sidrap; 3) To find out the implementation of the Sekolah penggerak Program curriculum at TK Abaabil Bila Sidrap; 4) To find out the results of the implementation of the Sekolah penggerak Program curriculum at TK Abaabil Bila Sidrap. Qualitative research is designed in the form of case study research involving all stakeholders in TK Abaabil Bila Sidrap. Data collection techniques use observation sheets, interviews and documentation. While the data analysis technique used is descriptive statistics. The results of the research using Context, Input, Process and Product (CIPP) are seen from the aspects of Context, Input, Process and Product that the implementation of the sekolah penggerak curriculum is in accordance with the learning objectives. The implementation of this curriculum innovation is expected to have an impact on the standard quality of the level of achievement of child development, the quality of learning outcomes, the quality of teachers, the acceleration of school digitization and the profile of Pancasila students.

*Keywords: Evaluation, Sekolah Penggerak Curriculum, CIPP*

## INTRODUCTION

Education is a means of forming and developing students' knowledge, so an appropriate curriculum is needed in line with Learning Objectives (Sabri, 2017), education is the basis of students' knowledge (Ma'arif, 2018). To maximize student potential, we need a curriculum that will help educators design appropriate learning scenarios that are used as a basis for deepening students' understanding. Maximizing the potential of students by designing learning that leads to developing the potential of students as learners in all aspects of development which include cognitive, language, physical motor, religious moral values, social emotional, and art.

Use of the curriculum in PAUD institutions to identify plans for implementing student play activities. Because the curriculum is the content of learning, the curriculum is a learning and education plan for students. (Forey & Cheung, 2019). You need to understand that schools are designed to guide the growth of students according to the expected goals. This means that students are the center of the curriculum. The development of students according to their phase will be achieved if they gain meaningful learning experiences through play activities provided by the school both through intra and extracurricular activities. The educational unit's operational curriculum is developed according to the context and needs of students and educational units. Furthermore,

The curriculum must be evaluated and continuously developed according to school needs and the characteristics of students in each PAUD unit. In implementing the curriculum, the school can observe and evaluate the implementation of the program, especially in the implementation of the sekolah penggerak program (Maba, 2017). Assessment is intended to find out whether the teaching and learning process has been carried out? Is it to achieve the goals that have been set, d. H. The success of the teaching and learning process is not yet known

In research there are many models that can be used to evaluate educational evaluation programs. Even though they are different from one another, the goal is the same, namely to collect data or information about the object being evaluated. The aim is to provide policy makers with the ability to determine the follow-up of programs that have been evaluated. The evaluation model that is commonly used is the context, input, process and product evaluation model (CIPP) (Umam, & Saripah, 2018; Aziz et al., 2018). Again, this review is no exception for the implementation of the sekolah penggerak

curriculum. This program exists as a pilot project to improve the quality of education in quality education units. The curriculum based on a constructivist approach derived from the theory of Piaget and Vygotsky also believes that learning needs to involve children in active interactions between themselves and their environment. It is hoped that the stimulation process will have an optimal impact on improving children's character, skills and knowledge. The stimulation is carried out in all aspects of child development, both from the moral and religious, physical-motor, emotional and social, language, and cognitive aspects through play activities. The sekolah penggerak curriculum is a refinement of the previous school transformation program. The sekolah penggerak curriculum is an effort to realize the vision of Indonesian Education in realizing an advanced Indonesia that is sovereign, independent, and has personality through the creation of Pancasila Students (Sibagariang, Sihotang, & Murniarti, 2021). The sekolah penggerak curriculum will accelerate public and private schools in all school conditions to move 1-2 stages further. This program is carried out in stages and integrated with the ecosystem so that all schools in Indonesia become the sekolah penggerak program. Context, Input, Process and Product Evaluation Model (CIPP) is used to evaluate the implementation of sekolah penggerak, especially learning in PAUD Units.

## RESEARCH METHODS

This research uses qualitative research which is designed in the form of case study research (Bhakti, 2017; Purnomo, & Santoso, 2020). The research subjects consisted of heads of PAUD units, teachers and PAUD supervisors in Kab. Sidrap. In this study it is limited to a qualitative description of the implementation of sekolah penggerak in the context of the Context, Input, Process and Product Evaluation (CIPP) evaluation model in high schools in Padang City. The determination of research subjects was carried out purposively. Data collection techniques use observation sheets (Sulistyo, 2017). The data analysis technique used is descriptive statistics (Ahmad, & Nasution, 2018). The evaluation procedure is carried out in accordance with the principles of Context, Input, Process and Product aspects as follows:

No	Aspect	Indicator	Benchmark
1	Context	<ol style="list-style-type: none"> <li>Educational unit characteristics</li> <li>Vision, mission and goals of the education unit</li> <li>Suitability of the curriculum with the needs of students</li> <li>Curriculum suitability with learning objectives</li> <li>Compatibility of the curriculum with current developments</li> <li>The principal's understanding of the curriculum</li> <li>Teacher's understanding of the curriculum</li> <li>Ease of teachers in</li> </ol>	<ol style="list-style-type: none"> <li>UU no. 20 of 2003</li> <li>Decree of the Minister of Education and Culture Number 1177/M/2020 concerning the Sekolah penggerak Program.</li> <li>Government Regulation of the Republic of Indonesia Number 57 of 2021 concerning National Education Standards</li> <li>Decree of the Minister of Education and Culture of the Republic of Indonesia Number 958/P/2020 concerning</li> </ol>
		<ol style="list-style-type: none"> <li>implementing the curriculum</li> <li>Interest in learning students</li> </ol>	Learning Outcomes in Early Childhood Education, Basic Education, and Middle Education Ah.
2	Inputs	<ol style="list-style-type: none"> <li>Main material or activities delivered with the principles of Pancasila values</li> <li>The scope of material provided is in accordance with the RPP and curriculum</li> <li>Availability of facilities and infrastructure that support the implementation of the sekolah penggerak curriculum in learning</li> <li>There is an evaluation or supervision instrument from the school principal to assess teacher performance in learning in the implementation</li> </ol>	<ol style="list-style-type: none"> <li>Decree of the Minister of Education and Culture of the Republic of Indonesia Number 958/P/2020 concerning Learning Outcomes in Early Childhood Education, Basic Education, and Secondary Education.</li> <li>Appendix I Decree of the Head of Research and Development and Bookkeeping Agency Number 028/H/KU/2021 Concerning Learning Achievements in PAUD, SD, SMP, SMA, SDLB, SMPLB, AND SMALB in the</li> </ol>

		<ol style="list-style-type: none"> <li>n of the sekolah penggerak curriculum</li> <li>The principal plays a role in improving the quality and competence of educators</li> <li>The ability of teachers to implement the sekolah penggerak curriculum</li> <li>The use of the sekolah penggerak curriculum is carried out effectively for the learning process</li> <li>Source of funds</li> </ol>	School Mobilization Program 3. Teacher's Handbook
3	Process	<ol style="list-style-type: none"> <li>Study implementation schedule</li> <li>Compatibility of learning strategies with the sekolah penggerak curriculum</li> <li>Appropriateness of learning methods</li> <li>Student activities in carrying out learning/play activities</li> <li>Utilization of facilities and</li> </ol>	The Teacher's Guidebook includes <ol style="list-style-type: none"> <li>Book based play</li> <li>Steam literacy</li> <li>Learning Development Book</li> <li>Pancasila Student Profile</li> <li>Identity</li> </ol>
		<ol style="list-style-type: none"> <li>infrastructure in learning activities that support the implementation of the sekolah penggerak curriculum</li> <li>The teacher's ability to manage the class</li> <li>Teachers use media to support the learning process/play activities</li> <li>There is a rubric/assessment format made by the teacher in the evaluation of learning.</li> </ol>	

4	Product	<ol style="list-style-type: none"> <li>The child's developmental abilities are in accordance with the profile of Pancasila students</li> <li>Conformity between learning objectives in the curriculum with child development</li> <li>The child's ability to show a penchant for</li> </ol>	<ol style="list-style-type: none"> <li>UU no. 20 of 2003</li> <li>Appendix I Decree of the Head of Research and Development and Bookkeeping Agency Number 028/H/KU/2021 Concerning Learning Achievements in PAUD, SD, SMP, SMA, SDLB, SMPLB, AND</li> </ol>
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		practicing the basics of religious values and ethics; pride in himself, basic literacy, math, science, technology, engineering, and arts skills to build positive attitudes towards learning and readiness for basic education.	SMALB in the School Mobilization Program
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**RESULTS AND DISCUSSION**

To determine the success rate of implementing the sekolah penggerak curriculum in TK Abaabil Bila Sidrap, an evaluation is needed. Plays an important role in the learning process so that the implementation of learning runs effectively and efficiently (Papadakis, 2018), With evaluation, feedback is obtained which is used to improve material or methods teaching or to adapt material to scientific developments (Monroe et al., 2019). So that innovative learning models and teaching scenarios can be produced (Ganefri et al., 2021; Hidayat et al., 2019).

The inculcation of national character values is a curriculum innovation that is currently developing, namely the sekolah penggerak curriculum, namely the concept of improving the previous school

transformation program. Sekolah penggerak curriculum aims to: 1). improve competence and character according to the profile of Pancasila students; 2). ensuring equal distribution of education quality through capacity building programs for school principals who are able to lead education units in achieving quality learning; 3). Building a stronger education ecosystem focused on quality improvement; and 4). creating a collaborative climate for stakeholders in the education sector both in the school environment, local government, and the government.

The results of the evaluation of the TK Abaabil Bila Sidrap Unit when viewed from the Context, Input, Process and Product (CIPP) evaluation model include:

1) The context aspect of the evaluation of the sekolah penggerak curriculum at TK Abaabil Bila Sidrap is very good because it has been referred toon purpose and national educationKepmendikbud RI Number 958/P/2020 concerning Learning Outcomes in Early Childhood Educationtaking into account regional peculiarities, characteristics and conditions of the educational unit, as well as the needs of students. In this case the principal and teachers have understood and implemented the sekolah penggerak curriculum based on the needs, interests and characteristics of the students so that they reach the stages of child development. It is proven by paying attention to the diversity of religions, ethnicities and cultures as outlined in the contents of religious learning, character building, self-development in arts, culture and life skills as well as environmental potential as local and global advantages.

2) The input aspect in the evaluation of the sekolah penggerak curriculum at TK Ababil Bila is in the very good category based on interviews and documentation including; a)Materials or play activities provided prior to implementation are in accordance with the principles of Pancasila values and derived in the form of RPPH operational curriculum of sekolah penggerak; b)Availability of facilities and infrastructure that support the implementation of the sekolah penggerak curriculum in learning originating from BOS funds; c) Availability of evaluation or supervision instruments from school principals to assess teacher performance

in learning; d) Principals play an active role in improving the quality and competence of their educators as evidenced by various certificates shown by teachers who have participated in various competency development activities including KKG by the service and school curriculum seminars e) Next the teacher has prepared various learning modules according to the sekolah penggerak curriculum, interesting and meaningful learning media for children, preparing comfortable and safe classrooms for children in playing while learning activities.

3) Deep Process Aspect the implementation of the Sekolah penggerak Program curriculum at the TK Abaabil Bila Sidrap has also been very good. based on the results of interviews and evidence of the implementation of learning documentation in the form of RPPH, children's work in the form of portfolios, report cards on child development and testimonials after children are active, it shows that the learning load used is a package system as stated in the curriculum, namely 1,050 minutes per week (3.5 hours per day @ 60 minutes) in a week with face-to-face learning activities carried out for 5 days. Teachers have used various learning strategies that are in accordance with the curriculum. Various learning methods that can motivate students to be active when playing activities take place. It can be seen that the students are very enthusiastic about participating in the main activities presented by the teacher with various responses given in the form of questions, storytelling activities, direct practice in each of the playing activities. Utilization of available facilities and infrastructure according to school needs and the characteristics of students in learning activities supports the implementation of the sekolah penggerak curriculum. The teacher is able to manage the class very well. In addition, during the learning process / playing activities, the teacher also conducts assessments to determine the level of achievement of the development of their students.

4) In the product aspect/results of the implementation of the Sekolah penggerak curriculum in TK Abaabil Bila Sidrap, if Sidrap shows the ability to develop children according to national education goals, Attachment I to the Decree of the Head of Research and Development and Bookkeeping

Agency Number 028/H/KU/2021, profile of Pancasila students, and the learning objectives in the curriculum with child development are in accordance with the rules of PAUD learning outcomes. Students have shown a penchant for practicing the basics of religious values and ethics; pride in himself; basic literacy, math, science, technology, engineering, and art skills to build a positive attitude towards learning and have entered primary education.

## CONCLUSION

Research Results Evaluation of the Implementation of the Sekolah penggerak Curriculum from the aspect of the context is in accordance with the needs of students and the characteristics of the educational unit, learning achievements, developments of the era and especially in accordance with the vision, mission and goals of the school, UU no. 20 of 2003, Decree of the Minister of Education and Culture Number 1177/M/2020, Government Regulation of the Republic of Indonesia Number 57 of 2021 concerning National Education Standards and Kepmendikbud RI Number 958/P/2020 regarding Learning Outcomes. Next In the input aspect, the implementation of learning has fully implemented the sekolah penggerak curriculum in terms of the availability of adequate human resources both in terms of teacher readiness in understanding the curriculum and preparing adequate learning tools and infrastructure to support the implementation of learning. Furthermore, in the process aspect, the implementation of the sekolah penggerak curriculum is supported by digital technology facilities in learning, besides that the learning process instills Pancasila values in realizing the profile of Pancasila students. Finally, on the product aspect, this aspect has fulfilled learning outcomes that are in accordance with the level of achievement of child development.

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