



Discrepancy evaluation of social reconstruction-based curriculum implementation at Sekolah Rimba Indonesia

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ABSTRACT

This study aims to determine the suitability of implementing a social reconstruction-based curriculum at Sekolah Rimba Indonesia based on the ideological criteria and characteristics of the social reconstruction curriculum of experts, namely John D., Mc Neil, and Michael Stephen Schiro used the discrepancy evaluation model. The selected resource persons are teachers and principals at Sekolah Rimba. This data collection technique is through interviews, observations, and document studies. The data analysis technique used Miles and Hubberman, namely condensation and presentation of data, and conclusion. The results of the study describe the implementation of a social reconstruction-based curriculum at Sekolah Rimba Indonesia, which includes aspects of the basic concepts and objectives of the social reconstruction curriculum, teaching perspectives, the nature of learning, teaching, and evaluation have been following the criteria set at the beginning of the study. The implementation of the curriculum at Sekolah Rimba Indonesia can be maintained and used as a reference for schools that adopt the social reconstruction curriculum. In this study, the long-term outcomes assessment aspect of Sekolah Rimba Indonesia was not included as an aspect of the research.

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ABSTRAK

Penelitian ini bertujuan untuk mengetahui kesesuaian antara implementasi kurikulum berbasis rekonstruksi sosial di Sekolah Rimba Indonesia yang berdasarkan dengan kriteria Ideologis dan ciri khas kurikulum rekonstruksi sosial para ahli yaitu John D., Mc Neil dan Michael Stephen Schiro dengan model evaluasi discrepancy. Narasumber yang dipilih yaitu guru dan kepala sekolah di Sekolah Rimba. Teknik pengumpulan data ini melalui wawancara, observasi, dan studi dokumen. Teknik analisis data menggunakan Miles dan Hubberman yaitu kondensasi dan penyajian data, serta penarikan kesimpulan. Hasil penelitian menggambarkan implementasi kurikulum berbasis rekonstruksi sosial di Sekolah Rimba Indonesia yang meliputi aspek konsep dasar dan tujuan kurikulum rekonstruksi sosial, perspektif pengajaran, sifat pembelajaran, pengajaran, dan evaluasi telah sesuai dengan kriteria yang ditetapkan di awal penelitian. Implementasi kurikulum di sekolah Rimba Indonesia dapat dipertahankan dan dijadikan rujukan sekolah yang mengadaptasi kurikulum rekonstruksi sosial. Dalam penelitian ini aspek penilaian long term outcomes Sekolah Rimba Indonesia tidak dimasukkan sebagai aspek penelitian.

Kata Kunci: implementasi kurikulum; kurikulum rekonstruksi sosial; model evaluasi discrepancy.

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INTRODUCTION

Education has been the primary concern of the Indonesian state government since the proclamation of independence, echoing the noble goal of educating responsible citizens willing to contribute their energy and intellect to the nation and society. *Undang-Undang Republik Indonesia Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional* emphasizes that education is a deliberate and planned effort to create a learning environment and process, enabling students to actively develop their potential, including religious and spiritual strength, self-control, personality, intelligence, noble character, and the skills required for themselves, the community, the nation, and the state (source: <https://pusdiklat.perpusnas.go.id/regulation/download/6>, accessed in 2021). Education, as a continuous and never-ending process, is expected to yield enduring quality, manifesting in the emergence of the nation's next generation, instilled with cultural values and Pancasila (Sujana, 2019). In alignment with the perspective of Winaryati and Hidayat (2020), who assert that the quality of education begins with the quality of learning and subsequently influences the quality of graduates.

However, as of 2023, this educational goal remains a utopia. Citizens who have completed their education up to the secondary or higher levels and aspire to benefit society are not yet predominant in addressing social issues. Indonesia is still grappling with societal phenomena for which grassroots solutions have yet to be found. These issues include environmental concerns, excessive consumerism of online entertainment, unemployment, and a lack of workforce competency. As noted by Tilaar in Mubarak (2013), national education is currently facing a crisis encompassing quality, quantity, external efficiency, relevance, management, and elitism issues. Baran et al. (2019) argue that the school curriculum should be contextual and linked to students' daily lives, both present and future. This perspective aligns with the viewpoint expressed by Fitriani et al. (2022), emphasizing that the curriculum should fundamentally encompass aspects supporting the holistic development of students and addressing societal development, science, economy, culture, religion, art, technology, and global life challenges.

The community often views the solution to these social problems as the government's responsibility. Conversely, the government has formulated various policies to tackle these issues. However, given Indonesia's geographical challenges, transportation accessibility, and the current state of human resources, these solutions are often perceived as quick fixes, fulfilling election promises. Amid the cacophony of diverse social problems, the education system seems struggling to choose its primary focus. Should it aim solely to achieve high PISA scores, concentrate on developing strategies or teaching methods that foster a love for the learning process, or position education as one of the solutions to societal issues? Education in Indonesia is expected to exert a positive influence on societal development. It should be a catalyst for change and a tool for shaping people's behavior (Hadiapurwa et al., 2021), ultimately producing a society that cherishes its national identity and can make meaningful contributions to the nation.

In this scenario, alternative solutions have emerged from various stakeholders concerned with education and societal issues. They have established educational institutions, both formal and non-formal, under the banner of "curriculum plus." The term "curriculum plus" implies that these educational institutions incorporate more than one curriculum, such as

combining the existing national curriculum with other curricula (Kaffenberger, 2021). The curriculum serves as an alternative solution because, in reality, curriculum and learning are two inseparable aspects, even though they occupy different positions (Iman, 2018). To realize the implementation of a curriculum that aligns with educational goals, optimal cooperation between schools and parents is essential so that they can bridge various gaps between them (Ekawati & Iriani, 2020).

To pursue activities aimed at realizing their educational vision, each institution must review and measure ongoing implementation activities. This process is known as evaluation. Evaluation is defined as an activity to determine whether the activities carried out have achieved the desired or set goals. It is crucial in measuring the success of curriculum implementation in educational units. This aligns with Luneto and Abas (2020) assertion that evaluation is the process of gathering information about program implementation, which is then used as a determinant in the decision-making process. In their book entitled "Curriculum: Foundations, Principles, and Issues (Seventh Edition)," Ornstein and Hunkin argue that evaluation plays a crucial role in developing, implementing, and maintaining a curriculum. It continuously monitors the strengths and weaknesses of the curriculum before implementation and provides information on the effectiveness of its implementation. Evaluation within the educational process can encompass various activities, including student assessment, testing, program evaluation, school accreditation, and curriculum evaluation (Vo, 2018). Evaluation genuinely determines the health of education systems and programs.

Given the backdrop of the aforementioned issues, researchers intend to conduct research related to the evaluation of a social reconstruction-based curriculum at Indonesian Rimba Schools under the research title "Evaluasi Discrepancy Implementasi Kurikulum Berbasis Rekonstruksi Sosial Pada Sekolah Rimba Indonesia (SRI)."

LITERATURE REVIEW

Curriculum Evaluation

Evaluation is an integral part of the learning process, and as a whole, it cannot be separated from teaching activities (Magdalena et al., 2020). Furthermore, Stufflebeam, as cited in Kurniawati (2021), emphasized that evaluation is closely related to the planning, organization, and assessment of goal achievement. Therefore, an evaluation process must present facts, compare those facts with specific criteria, and provide results that can serve as valid considerations for decision-making and improvement. Hamalik, as noted in Suardipa and Primayana (2020), defines evaluation as an action that involves considering a series of agreed-upon criteria that can be accounted for. Curriculum evaluation can be understood as assessing data related to curriculum planning, implementation, and evaluation, followed by comparing the data with empirical criteria. Implementing curriculum evaluation as a school program ideally occurs regularly, whether periodically, annually, or at specific intervals, depending on the designed curriculum (Lukitasari et al., 2017). The assessment results are presented as a basis for improvement or decision-making. Sudjana, mentioned in Mustafa (2021), underscores that the primary purpose of evaluations, in general, is to gather data and information that can be used as input for decision-making regarding implemented programs. Additionally, the main function of conducting evaluations is to provide information

to decision-makers for formulating policies based on the evaluations conducted (Nurhayati & Suprpto, 2020). The evaluation system can be deemed effective, as observed through its competence in providing an overview of the quality of learning, which can ultimately assist educators or teachers in developing optimal learning strategies (Kartiko & Mampouw, 2021).

On the other hand, according to Bilgin and Yildiz (2020), the curriculum is a plan formulated to facilitate the teaching and learning process under the guidance and responsibility of a school or institution. The curriculum is a pivotal aspect of education, serving as an educational instrument continuously undergoes updates in tandem with societal developments (Salabi, 2020). The curriculum is a written document containing strategies to achieve specific educational goals.

Discrepancy Evaluation Model

The term "discrepancy" denotes a gap, and the Discrepancy Evaluation Model developed by Malcolm Provus is a model designed to highlight gaps in program implementation. This model enables program evaluators to measure the extent of these gaps in each program component. In alignment with the perspective of Ambiar and Arif (2018), the gaps measured using this model pertain to discrepancies that occur in the learning process when compared to established standards. The Discrepancy Model Evaluation is a process that involves establishing program standards, determining whether variances exist between various aspects of the program and the set standards, and utilizing this gap information to identify program weaknesses (Ardiansah et al., 2022; Cinelli et al., 2020).

Key characteristics of a Discrepancy Model Evaluation encompass the following steps: (1) establishing standards for defined purposes, (2) ascertaining whether disparities exist between the performance of specific program aspects and the established performance standards, and (3) employing information regarding these disparities to make decisions about whether to enhance, maintain, or discontinue the program or its specific components (Saputra, 2015).

The primary objective of gap evaluation is to determine whether the program should be improved, maintained, or terminated. In summary, the Discrepancy Model Evaluation aims to gauge the extent to which program implementation deviates from established standards. Subsequently, the information gathered is employed in decision-making processes, including decisions related to maintaining, enhancing, or discontinuing the program.

Malcolm Provus outline the steps involved in Discrepancy Evaluation in his book titled "The Discrepancy Evaluation Model: An Approach to Local Program Improvement and Development" and include the following:

1. Design/Definition: The initial phase of the evaluation process involves formulating goals, processes, and activities, as well as allocating resources and participants to achieve the established objectives. According to Provus, an educational program constitutes a dynamic system encompassing input (antecedents), process, and output (outcomes). These three facets can be defined as follows: Input evaluation is aimed at assisting management in ensuring the availability of necessary resources when required; Process evaluation assesses the alignment of activities with the program's intended plans and expected outcomes, and Outcome evaluation entails measuring the extent to which

desired results have been attained. Standards or expectations are set for each of these components, serving as program objectives that subsequently become criteria for assessment activities.

Once the program's contents are comprehended, the subsequent step is to establish a design framework, including (a) background, (b) identified problems that necessitate solutions, (c) the purpose of the evaluation, (d) the target population and sample, (e) instruments and data sources, and (f) data analysis techniques.

2. **Installation Stage:** During this phase, the program design is utilized as a benchmark for assessing program implementation. Evaluators should develop a set of congruence tests to identify any disparities between the expected program installation and the actual implementation. This step ensures that the program is executed following the specified design. Experience has shown that teachers may operationalize the same program designs differently. The Installation Stage, or Program Completeness Determination, assesses whether the available resources align with the requirements. Activities in this stage include (a) reviewing standard setting, (b) assessing ongoing programs, and (c) examining disparities between the planned and achieved outcomes.
3. **Process Stage:** The evaluation at this stage primarily focuses on obtaining data related to the progress of program participants to ascertain whether their behavior has changed as intended. If the expected changes have not occurred, adjustments to activities to achieve the desired behavioral outcomes may be necessary. This is because students' conditions during the learning process significantly influence the attainment of optimal results (Kusuma et al., 2022). This third stage of the gap evaluation focuses on evaluating which objectives have been accomplished. This stage is also called the "data collection from program implementation" phase.
4. In this stage, an assessment is conducted to determine whether the program's ultimate objectives have been realized. Provus distinguishes between terminal impacts (immediate outcomes) and long-term impacts (long-term outcomes). With this in mind, he encourages evaluators to assess program performance and conduct further studies as part of the evaluation.
5. Another stage introduced by Provus is Cost-Benefit Analysis, wherein the obtained results are compared with the incurred costs. This analysis is especially vital when resources, particularly financial resources, for educational development are limited. Despite the gaps identified through the evaluation, Provus recommends a collaborative problem-solving approach involving evaluators and program management staff. This collaborative process entails discussing: 1) the reasons behind the gaps, 2) potential improvement strategies, and 3) the most effective measures for addressing the encountered challenges.

The evaluator documents all gap findings to present to decision-makers, who can decide whether to continue the program. The available options include (a) discontinuing the program, (b) revising or replacing it, (c) continuing as is, or (d) modifying it. The key to the discrepancy evaluation lies in comparing performance against predetermined goals. This evaluation model's foundation is the assessment of gaps, obviating the need for an analysis of involved parties. Clear corrective actions can be taken by elucidating gaps within each program component (Budiani et al., 2017).

Social Reconstruction-Based Curriculum

The concept of Social Reconstruction in education, as advocated by John Dewey, underscores the role of schools in both psychological and social development. Building upon Dewey's ideas, Reconstructionist educators have outlined a path to utilizing schools to foster societal progress. The social reconstruction curriculum is designed to establish a link between the curriculum and the broader context of social, political, and economic developments within society. As described by McNeil in his book "Contemporary Curriculum: In Thought and Action," social reconstructionists believe that education holds the potential to instigate social change. Social reconstruction endeavors to equip individuals with the capacity to analyze and comprehend prevailing social issues, envision a world free from these problems and take action to realize the vision of a more equitable society. Consequently, school education can be pivotal in facilitating such social transformations.

The social reconstruction curriculum distinctly differs from other educational curricula, as noted by Nana Syaodih in his work titled "Pengembangan Kurikulum." He emphasized that "This curriculum places greater emphasis on addressing the current societal challenges." In line with the perspectives of social reconstruction experts, education is not merely an individual endeavor; rather, it is a collective enterprise characterized by interaction and cooperation. This collaboration and interaction occur not only between students and teachers but also encompass interactions between students themselves, between students and their immediate communities, and with various educational resources. Through these forms of interaction and cooperation, students actively engage in problem-solving activities related to societal issues, striving collectively to create a more improved and equitable society (Carayannis & Morawska-Jancelewicz, 2022).

From the aforementioned formulation, conclusions can be drawn about the definition of the social reconstruction curriculum as a curriculum model focusing on leveraging students' knowledge and learning experiences to address societal issues. Drawing from references by John McNeil and Michael Stephen Ichiro in their respective works, the author establishes the characteristics of a curriculum rooted in social reconstruction. These characteristics serve as the criteria for the forthcoming evaluation research, as outlined below:

1. Basic Concepts of the Social Reconstruction Curriculum

Schiro, in his book titled "Curriculum Theory: Conflicting Visions and Endless Worries," suggests that social reconstructionists dedicate themselves to the cause of social reconstruction. They pursue this goal by scrutinizing and comprehending society, envisioning a developed society, and taking action to transform the current state into a

better one. This approach is manifested in the school curriculum imparted to students. Theodore Brameld, as quoted by McNeil, outlines the attributes of a typical social reconstruction school, which aids individuals not only in social development but also in acquiring the skills to participate in societal planning.

2. Social Reconstruction Curriculum Objectives

Social reconstructionism aims to eradicate inequality, perceived as a detrimental issue within society, and substitute it with societal practices and values deemed conducive to attaining maximum contentment in terms of material, social, cultural, and spiritual needs. Within the educational context, social reconstruction aims to prepare young individuals to engage in societal reconstruction. To achieve this, they devise a curriculum encompassing social, political, economic, and cultural educational materials. The central aim of the social reconstruction curriculum is to expose students to humanity's challenges. Social reconstructionists posit that these issues don't pertain exclusively to "social studies" but rather permeate every discipline, including economics, aesthetics, chemistry, and mathematics.

3. Learning Perspectives in the Social Reconstruction Curriculum

Social reconstruction approaches learning constructively, portraying learning as active assimilation. This implies that learners play an active role in their learning. Sensory experiences hold significant sway, where students deliberately select experiences to be cognizant of and translate these sensory perceptions into meaningful interpretations that construct perceptual functions.

a. Learning as a Meaning Maker

Learners are regarded as active agents in their learning process. Sensory experiences assume pivotal importance, as students purposefully choose experiences to perceive, interpreting these sensations into meaningful perceptions that shape their understanding.

b. Learning as a Structure of Meaning

Individuals learn concepts they already comprehend in other contexts where these concepts reappear. This signifies that learning in the social reconstruction curriculum is contextual. Contextual learning is closely tied to the challenges students encounter daily, both at home and school. Contextual learning enables students to recognize the practicality of the knowledge they acquire in an academic setting.

4. The Nature of Learning in the Social Reconstruction Curriculum

The nature of learning within the social reconstruction curriculum is delineated by Schiro in his book as follows:

a. Learning transpires within both classrooms and communities.

- b. Learning necessitates profound engagement and interaction, extending within the classroom and broad social groups. This approach intends to acquaint students with prevalent social issues.
- c. Learning is facilitated through language and communication.
- d. Learning is facilitated through reciprocal interaction between students and teachers. This extends beyond merely transmitting information from textbooks, lectures, or visuals.
- e. Learning integrates direct experiences.
- f. Learning is structured to cultivate students capable of assimilating and comprehending facts, critical thinking, decision-making, and practical implementation.
- g. Learning involves interaction between students and external experiences. This signifies that students actively engage with the social experiences surrounding them, enabling them to forge their own understanding and draw conclusions about the interplay between their learning and real-world social encounters.
- h. Teaching in the Social Reconstruction Curriculum. In the realm of social reconstruction, teaching, as outlined by Schiro in his book, endeavors to stimulate students to formulate their own comprehension of social occurrences, foster a social vision, and cultivate the ability to respond to social crises that may arise in the future.

Sekolah Rimba Indonesia

Sekolah Rimba Indonesia (SRI) is a non-formal educational institution guided by the motto "Learn today, lead tomorrow." The Indonesian Jungle School recognizes that solutions to Indonesia's social problems do not emanate from the government, governmental organizations, or political elites. Instead, the solution stems from society, which is shaped through education.

SRI implements the national curriculum, augmented with its distinctive curriculum, encompassing Al-Quran studies and Basic Permaculture knowledge, covering leadership, life skills, art, and creativity. All learning endeavors at SRI are infused with the essence of social-emotional education, teamwork leadership, conscious empathy, and change-making. SRI brands itself as a "Trend Message." Philosophically, "Message" signifies a transformative material spread effectively, while "Trend" signifies the inclination to become changemakers.

Subjects at SRI encompass a range of activities: Islamic sports derived from the Prophet's sunnah (swimming, archery, horse riding), sensory and motor stimulation through sensory activities, motoric exercises, hiking, and camping around the school's vicinity, ecological consciousness through nature-based activities, exploration of flora and fauna around the school, and forest exploration to understand diverse food sources (geared towards nurturing survival skills). Other activities encompass Al-Quran reading, writing, and art programs, the Al-Quran tadabbur program (comprehending Quranic verses within the context of devotion to Allah, respect for humanity, and love for nature), gardening and animal husbandry classes, movement and music projects, as well as engaging art sessions (fostering creativity and self-assurance). Additionally, the curriculum includes entrepreneurship programs that aim to create resilient Muslim entrepreneurs and entrepreneurs with an empathetic spirit toward others.

Through these educational endeavors, SRI aspires to realize transformative change in Indonesia via its graduates, who are poised to become outstanding leaders. These graduates are envisioned as changemakers who will guide Indonesia with innovative ideas, positioning the country as a leader in global civilization.

As discussed in McNeil's book, SRI's pedagogical approach closely aligns with that of Gullett Elementary School in Austin, Texas. Gullett Elementary School aims to cultivate environmental consciousness, empathy, a wholesome moral perspective on nature, awareness of environmental crises, and the value of personal knowledge for global well-being.

Upon philosophical examination of SRI's objectives through McNeil's curriculum theory, it becomes evident that SRI falls under the category of schools that adopt the social reconstruction curriculum. The social reconstruction curriculum denotes the interrelation between the curriculum and societal, political, and economic progress. Social reconstructionists believe that education has the capacity to instigate societal change. The principal aim of the social reconstruction curriculum is to acquaint students with the challenges humanity confronts. As perceived by social reconstructionists, these challenges extend beyond the realm of "social studies" to encompass every scientific discipline, including economics, aesthetics, chemistry, and mathematics. Social reconstruction possesses the potential to equip individuals with the skills to analyze and comprehend societal predicaments, envision a world free of prevalent societal issues, and act to materialize the vision of eradicating these problems. Hence, education within schools becomes an instrument for effecting meaningful societal change

METHODS

The research was conducted at the Indonesian Rimba School using a descriptive qualitative research method with a case study approach. As a research approach, case studies enable researchers to closely examine specific events, conditions, or social situations, providing detailed descriptions of the processes involved (Hodgetts & Stolte, 2012). Hentz has highlighted that the definition of a case study is not singular but encompasses various categories (Prihatsanti et al., 2018). The principal data sources for this research are the principal of the Indonesian Rimba School and the facilitators (teachers) at the school. Secondary data sources include curriculum documents, facilities and infrastructure information, learning materials, and photographs of learning activities. The data were analyzed utilizing the discrepancy evaluation model.

The discrepancy evaluation model was employed to assist the researchers in assessing whether implementing a social reconstruction-based curriculum at Sekolah Rimba Indonesia aligns with the ideology and characteristics proposed by John D. McNeil and Michael Stephen Schiro in his book. The data collection techniques comprised interviews, observations, and documentation. Interviews were conducted to gain comprehensive insights into the curriculum implementation process, factors hindering implementation, and efforts to overcome challenges associated with adopting a social reconstruction-based curriculum. Documentation enabled the researchers to construct a profile of Sekolah Rimba Indonesia, the focal point of the research. This included information regarding teachers and students,

details about the school's infrastructure, and documented evidence of the execution of a curriculum based on social reconstruction principles.

RESULT AND DISCUSSION

This article gathers data through observations and face-to-face interviews with the Principal of Sekolah Rimba Indonesia. Secondary data sources employed in this paper encompass teaching program documents, student assessment records, and teacher evaluation documents. In the gap evaluation model formulated by Provus, as cited from the book by Ananda et al. titled " Pengantar evaluasi program pendidikan," there are three possible outcomes of evaluation: program implementation falling below expectations or targets, program implementation meeting the set targets, and thirdly, program implementation exceeding the predefined targets.

The Discrepancy Evaluation Model is well-suited for evaluating a program. This approach to evaluation offers advantages as it explicitly identifies the areas under evaluation, focusing on the attainment of objectives, specifically aligning with the ideological criteria and characteristics delineated in the social reconstruction curriculum propounded by John D. McNeil and Michael Stephen Schiro. Furthermore, the stages of the Discrepancy Evaluation Model are easily navigable. The ensuing discussion outlines the evaluation research employing the discrepancy model at Sekolah Rimba Indonesia.

1. Design

After conducting observations at the Rimba Indonesia School and conducting preliminary interviews with the school's principal, the following aspects related to the design and necessity of the evaluation process have been identified:

- a. Background: A significant gap exists between the educational objectives established since the early days of independence and those defined by Law Number 20 of 2003. These objectives are framed as the acquisition of skills, attitudes, and knowledge for the learner's personal growth and the betterment of the wider community. However, this is juxtaposed with prevailing societal conditions that need integrated solutions.

- b. Problems (to be addressed): The evaluation seeks answers to whether Sekolah Rimba Indonesia, in implementing a social reconstruction-based curriculum, aligns with the ideological and distinctive characteristics of the social reconstruction curriculum formulated by John McNeil and Michael Stephen Schiro in their book. This alignment includes aspects such as 1) the fundamental concept of the curriculum, 2) the objectives of the social reconstruction curriculum, 3) the perspective on learning within the social reconstruction curriculum, 4) the nature of learning as perceived in the social reconstruction curriculum, 5) the teaching methods employed in the social reconstruction curriculum, and 6) the evaluation methods incorporated into the social reconstruction curriculum.

- c. Evaluation Purposes: The primary aim is to identify gaps in the implementation of the social reconstruction curriculum, especially concerning ideological alignment and adherence to the characteristics of the social reconstruction curriculum.
- d. Population and Sample: The research focuses on the Indonesian Jungle School at the elementary school level.
- e. Instruments and Data Sources: Structured interviews, observations, and secondary data in teaching program sheets, student assessments, and teacher assessments serve as research instruments. The principal of the Indonesian Rimba School is the primary data source.
- f. Data Analysis Technique: Qualitative research analysis and interpretation possess several key characteristics, including (1) the study's natural setting, (2) the exploration of meaning from the perspective of research subjects, (3) a holistic approach that considers context, (4) the researcher as the primary instrument for conveying meaning, bound by values and context, (5) qualitative data that emerges naturally from the researcher-subject interaction, (6) purposive sampling based on research objectives rather than random sampling, (7) inductive data analysis, and (8) theory development guided by field data.

In light of these characteristics, data collection and analysis are conducted concurrently. Qualitative researchers aim to understand the meaning of phenomena through interactions with subjects, employing techniques such as interviews, participant observation, and reviewing relevant materials (documents) to complete their research data.

2. Installation Stage

During the installation stage, the program design serves as the benchmark for considering the operational steps of the program. The program installation phase involved observing activities at Sekolah Rimba Indonesia (SRI). Sekolah Rimba Indonesia is an elementary school that has adopted a curriculum based on social reconstruction. This school serves as a "small-scale solution" to educational and social issues within the community. By implementing a fee-free concept, the Indonesian Rimba School aims to bring to life the concept presented in Article 31, paragraph 1, of the Undang-Undang Dasar 1945, which states, "Every citizen has the right to education." Thus, during the installation stage, approximately 90% of the observation time was dedicated to studying the activities at Rimba Indonesia School in the East Bandung area.

Within its 10-hectare premises, Rimba Indonesia School has established an educational environment beyond traditional academic subjects. Here, students learn about the

purpose of humanity as Khalifah fil ardh, nurturing their minds and souls with knowledge and experiences to live in harmony with nature. They gain insights into societal issues and are encouraged to devise solutions, starting from the smallest scale. The school's facilities include open classrooms, farms, plantations, and play areas ingeniously designed to utilize the hilly terrain, natural grasses, and vegetation as an expansive and unending space for play and learning. Situated in a sparsely populated mountainous region, this area is ideal for implementing a social reconstruction-based curriculum.

3. Process Stage

At this stage, interviews were conducted with informants selected using purposive sampling, specifically Miss Ita, the Principal of Sekolah Rimba Indonesia. These interviews yielded valuable insights, supplemented by obtained documents such as teaching programs and student and teacher assessment sheets, which further supported the research. Based on the selected criteria of ideological and social reconstruction curriculum characteristics as formulated by John McNeil in his book "Contemporary Curriculum" (1996) and Michael Stephen Schiro in his respective work, the research outcomes are summarized as follows:

- a. **Basic Concepts of the Social Reconstruction Curriculum:** The fundamental concept of the Curriculum at Sekolah Rimba Indonesia revolves around the belief that every individual possesses the potential to become a changemaker. This concept seamlessly integrates into enjoyable outdoor learning, offering applicative and practical approaches to foster action-oriented students. The curriculum design emphasizes rich exploration of various senses, familiarization with the natural environment, and subsequent recognition of social issues within their immediate surroundings. Ustadz Hanan Attaki, the founder of Sekolah Rimba Indonesia, likens the institution to every child's backyard—a place where students freely explore the natural world to satiate their curiosity, form questions rooted in their experiences, and engage in discussions with facilitators and peers. This experiential learning at Rimba Indonesia School aims to nurture students' critical thinking about local issues and encourages them to formulate age-appropriate solutions.

The essence of this curriculum isn't confined solely to educators and students; it is shared with parents and the broader community through monthly Saturday sessions held at Sekolah Rimba Indonesia. These sessions feature speakers from diverse fields, each contributing to society meaningfully. This initiative aims to reinforce and disseminate the concept of social reconstruction, emphasizing that anyone can contribute to addressing societal problems through various means. Notable speakers include permaculture experts and Ustadz Hanan, who share his experiences pioneering the "hijrah" youth movement—an empowerment initiative with impactful, positive activities.

- b. **Objectives of the Social Reconstruction Curriculum:** Sekolah Rimba Indonesia aspires to catalyze change in Indonesia, envisioning its graduates as the nation's exemplary

leaders. These graduates are envisioned as future changemakers, equipped to lead Indonesia with innovative ideas, positioning the country as a global civilization leader.

- c. Learning Perspective in Implementing the Social Reconstruction-Based Curriculum: The curriculum at Sekolah Rimba Indonesia encompasses diverse learning programs, including:
1. Islamic sports inspired by the Prophet's Sunnah (Swimming, Archery, Horse Riding).
 2. Sensory and motor development: Nurturing senses through sensory and motor activities, hiking, and camping.
 3. Environmental stewardship: Involvement in nature, exploration of local flora and fauna, and forest exploration to learn about various edible plants (aimed at honing survival skills).
 4. Al-Quran study: Reading, writing, and artistic interpretation of the Quran, along with a "tadabbur" program (understanding verses within the context of obedience to Allah, respect for fellow humans, and reverence for nature).
 5. Gardening and animal husbandry classes.
 6. Movement, music, and enjoyable art projects (boosting creativity and self-confidence).
 7. Entrepreneurship programs aiming not only to cultivate resilient Muslim entrepreneurs but also entrepreneurs imbued with empathy for others.
- d. Teaching in the Implementation of a Social Reconstruction-Based Curriculum: Following the Dhuha prayer, the morning activities at Sekolah Rimba Indonesia involve discussions about students' real-life encounters at home, school, and on their way to school. During these discussions, three students are chosen to share stories about their personal experiences. The class facilitator actively engages by listening attentively to students' narratives, delving into their feelings, and encouraging peers to reflect on their friends' experiences.
- e. Evaluation of Implementing a Social Reconstruction-Based Curriculum: Evaluation at Sekolah Rimba Indonesia transcends conventional written tests. Facilitators creatively design worksheets featuring situational images, such as scenarios where individuals discard trash into a river or instances of a friend getting injured while cycling. Students are tasked with expressing their opinions about these situations. Alternatively, tests incorporate assignments like illustrating kale plants' growth process in the school garden—tracing their journey from seedlings to harvest-ready produce.
- f. Product: The curriculum's output is reflected in the enriched learning experiences of students. Sekolah Rimba Indonesia's unique approach nurtures socially conscious individuals with improved communication, problem-solving skills, and empathy.

Through engaging with diverse real-world situations, students develop a deep understanding of their surroundings, fostering critical thinking and nurturing qualities extending beyond the classroom.

Table 1. Observation Results

No	Criteria	Observation Results	Immediate Outcomes
1	Basic concepts of social reconstruction curriculum	<p>The fundamental concept of the Indonesian Jungle School Curriculum rests on the belief that every individual possesses the capacity to be a change-maker. This concept is seamlessly integrated into engaging outdoor learning experiences that are both practical and applicable, aiming to cultivate proactive orientations in students. The curriculum's design, tailored for elementary education, is distinguished by its emphasis on multi-sensory exploration of the natural environment. This approach encourages students to familiarize themselves with their immediate surroundings, subsequently identifying prevalent social issues and assuming the role of changemakers.</p> <p>This ethos aligns with Theodore Brameld's perspective as articulated in McNeil's book, which characterizes schools adhering to social reconstruction ideals as institutions nurturing individuals not only for social development, but also for effective engagement in societal planning. Sekolah Rimba Indonesia's overarching objective is to transform Indonesia, a vision realized through the empowerment of SRI graduates. These graduates are poised to emerge as exemplary leaders, change catalysts, and innovative thinkers, positioning Indonesia as a global leader in civilization. This aspiration resonates with the aspirations of reconstructionist educators who seek to eradicate inequality, deeming it detrimental to society, and supplant it with socially constructive values and practices, fostering holistic satisfaction encompassing material, social, cultural, and spiritual domains.</p>	Achieved
2	The aim of the social reconstruction curriculum	<p>Sekolah Rimba Indonesia's overarching objective is to transform Indonesia, a vision realized through empowering SRI graduates. These graduates are poised to emerge as exemplary leaders, change catalysts, and innovative thinkers, positioning Indonesia as a global leader in civilization. This aspiration resonates with the aspirations of reconstructionist educators who seek to eradicate inequality, deeming it detrimental to society, and supplant it with socially constructive values and practices, fostering holistic satisfaction encompassing material, social, cultural, and spiritual domains. Schiro's assertion that learning within the social reconstruction curriculum is inherently meaningful is aptly reflected in Sekolah Rimba Indonesia's diverse programs. This educational institution perceives</p>	Achieved

No	Criteria	Observation Results	Immediate Outcomes
		<p>learners as active participants in their educational journey, with sensory experiences assuming a pivotal role in the constructive process. Sekolah Rimba Indonesia's curriculum manifests this philosophy through a myriad of immersive programs that not only impart information but also offer explorative activities. These programs span a range of activities, from swimming, archery, horse riding, and public speaking classes to farming sessions, art and creativity workshops, hiking, camping, tahfidz programs, and the exploration of the school's expansive 10-hectare campus.</p>	
3	<p>Learning perspective in implementing a social reconstruction-based curriculum</p>	<p>Schiro asserts that learning within the social reconstruction curriculum is imbued with meaning. Learners are viewed as dynamic agents in their own educational journeys, and sensory experiences are accorded a pivotal role, playing a constructive role as well. Sekolah Rimba Indonesia effectively embodies this philosophy through an array of programs that extend beyond the mere imparting of information. These programs encompass exploratory activities, where students actively engage as learners in diverse pursuits such as swimming, archery, horse riding, public speaking, farming, art and creativity, hiking, camping, tahfidz sessions, and exploring the school's 10-hectare campus.</p>	Achieved
4	<p>The nature of learning in the implementation of a social reconstruction-based curriculum</p>	<p>The seven essential learning traits inherent in Schiro's proposed framework for the social reconstruction curriculum find vivid expression in various activities at Rimba Indonesia School. From collaborative learning experiences with visually impaired friends to excursions to waste banks, students at the school learn within the context of communities and social groups beyond the confines of the classroom. Their learning is marked by active engagement, interactive involvement, and direct experiential learning. Whether through daily classroom discussions or participatory activities, students learn through reciprocal interactions with peers and teachers alike.</p>	Achieved
5	<p>Teaching in implementing a social reconstruction-based curriculum</p>	<p>The ability of teachers to be actively responsive is a distinctive facet of teaching within the social reconstruction curriculum. Explicit discussions revolving around the film "Wall-E" and the inclusion of batik-making activities to help children analyze social crises exemplify Sekolah Rimba Indonesia's approach to teaching, which seeks to foster understanding and find solutions for prevailing social circumstances.</p>	Achieved

No	Criteria	Observation Results	Immediate Outcomes
6	Evaluation of the implementation of a social reconstruction-based curriculum	The evaluation component of the social reconstruction curriculum underscores that students' learning is intended to be applied in their lives beyond the classroom. This principle is adapted by facilitators who design assessments that gauge students' ability to apply their acquired knowledge to real-world social phenomena. This includes eliciting students' opinions on matters such as littering in rivers or their responses to witnessing a friend's bicycle accident.	Achieved

Source: Research 2023

4. Comparison Stage

This study aims to identify discrepancies in the implementation of a social reconstruction-based curriculum when measured against the ideological criteria and distinguishing features outlined by John D. McNeil and Michael Stephen Schiro. Based on the explanation provided regarding the process and product stages of evaluation (phases 3 and 4), it can be concluded that Sekolah Rimba Indonesia's execution of a social reconstruction-based curriculum aligns with the ideological principles and distinctive attributes of the social reconstruction curriculum proposed by these experts. This alignment is evident in the curriculum planning, which includes determining fundamental concepts and goals characteristic of the Indonesian Jungle School and in the domains of learning, teaching, and evaluation. Consequently, the ongoing curriculum implementation aligns with the evaluation criteria and can be categorized as achieving immediate outcomes.

Discussion

The evaluation stage plays a pivotal role in comprehending the curriculum implementation at Indonesian Rimba School. In the initial design stage, the research establishes the foundation by identifying the background, issues to address, and the intended evaluation objectives. Moreover, during this phase, the research determines the population and sample to be studied, selects the instruments and data sources, and specifies the data analysis techniques to be applied (Peters et al., 2022).

The subsequent stage is Installation, which necessitates researchers to be in the field and conduct direct observations at Indonesian Rimba School. This step is crucial for gaining an in-depth understanding of how social reconstruction-based curriculum programs function in practice. These observations provide valuable insights into program execution, student-teacher interactions, and the overall school atmosphere (Li et al., 2021).

The evaluation findings from this research illustrate that Indonesian Rimba School has effectively implemented a social reconstruction-based curriculum in alignment with the ideology and characteristics of the curriculum formulated by John D. McNeil and Michael Stephen Schiro. This evaluation encompasses various critical aspects, including fundamental curriculum concepts, curriculum objectives, learning perspectives, the nature of learning, teaching methods, and evaluation techniques. The consistency achieved in curriculum

implementation with the specified evaluation criteria indicates that this school has successfully realized the expected Immediate Outcomes in social reconstruction.

One noteworthy aspect highlighted in this research is students' direct engagement and involvement in natural activities such as swimming, archery, and gardening. This approach is consistent with the social reconstruction approach, which underscores the significance of student experience and participation in the learning process. Valladares (2021) contends that the social reconstruction approach in education is a paradigm that emphasizes the importance of integrating social, cultural, and contextual aspects into the learning process. Teachers at Sekolah Rimba Indonesia are also expected to be proactive and responsive to student needs, fostering critical thinking and engaging in social discussions that promote a deeper understanding of social issues. Contextual evaluation is another distinctive feature of this research. Students are assessed in real-life situations outside the school, such as their attitudes toward the environment or their actions in specific social contexts. This approach ensures that student assessment centers not only on theoretical knowledge but also on their ability to apply their understanding in everyday life.

The outcomes of this evaluation can serve as a robust foundation for further development and enhancement of the educational program at Sekolah Rimba Indonesia. By comprehending how their programs align with the evaluation criteria, these schools can continually enhance the quality of education they offer to their students, thereby nurturing a generation better equipped to confront future social challenges.

CONCLUSION

Based on the evaluation results, Sekolah Rimba Indonesia has effectively implemented a curriculum that aligns with the ideological and social reconstruction curriculum characteristics proposed by John D. McNeil and Michael Stephen Schiro. This alignment is evident through their planning activities, including determining basic concepts and goals specific to social reconstruction, their approaches to learning and teaching, and their evaluation methods. The curriculum implementation at Rimba Indonesia School can serve as a model and reference for other schools considering the adoption of a social reconstruction-based curriculum.

It's worth noting that this research did not include an investigation into the long-term outcomes of the Indonesian Rimba School as a research aspect. For future research endeavors, examining the achievement of long-term outcomes can be incorporated as a crucial aspect of investigation. Doing so will make the research findings more comprehensive and well-rounded, offering greater value to educational researchers, evaluators, and educational institutions planning to adopt a social reconstruction-based curriculum.

AUTHOR'S NOTES

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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