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Evaluative study of the Kurikulum Merdeka learning system in Bandung Private Elementary Schools

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ABSTRACT

An educational institution is considered successful if measured by the evaluation activities' success. This research was conducted to evaluate the implementation of the independent curriculum using the Countence Stake evaluation model, which focuses on antecedents, transactions, and outcomes. The sample used comprised 26 respondents consisting of school principals, class teachers, and subject teachers at private elementary schools in Bandung City who implemented the Merdeka Curriculum starting in the 2022-2023 school year simultaneously from phases A, B, and C. The sample was taken using the purposive sampling method, which was taken manually by how the respondents filled out the distributed questionnaire forms. Based on the research it shows that (1) the process of learning the independent curriculum in elementary schools is quite effective, although its implementation is still not optimal; (2) The obstacles to implementing the independent curriculum include the use of textbooks as learning resources; (3) Designing better learning strategies is needed. From this study, it can be concluded that teachers must be more creative in guiding students in projects and can inspire them to develop their potential and instill character values. In addition, teachers must develop their skills so that they can carry out fun learning.

ABSTRAK

Suatu instansi pendidikan dinilai berhasil apabila dapat diukur dari keberhasilan kegiatan evaluasi yang dilakukan. Penelitian ini dilakukan untuk mengevaluasi pelaksanaan kurikulum merdeka dengan menggunakan model evaluasi Countence Stake yang menitikberatkan pada antecedent, transaction, dan outcomes. Sampel yang digunakan terdiri dari 26 responden yang terdiri dari kepala sekolah, guru kelas dan guru mata pelajaran di SD Swasta Kota Bandung yang menerapkan Kurikulum Merdeka mulai tahun ajaran 2022-2023 secara serentak dari fase A, B dan C. Sampel diambil menggunakan metode purposive sampling, yang diambil secara manual dengan cara responden mengisi form kuesioner yang dibagikan. Berdasarkan penelitian menunjukkan bahwa (1) Proses pembelajaran kurikulum merdeka di sekolah dasar berjalan cukup efektif, meskipun penerapannya masih belum optimal; (2) Kendala penerapan kurikulum merdeka antara lain penggunaan buku teks sebagai sumber belajar; (3) Perancangan strategi pembelajaran yang lebih baik dibutuhkan. Dari penelitian ini dapat disimpulkan bahwa guru harus lebih kreatif dalam membimbing siswa dalam proyek dan dapat menginspirasi mereka untuk mengembangkan potensi dan penanaman nilai karakter. Selain itu, guru harus mengembangkan keterampilannya agar dapat melaksanakan pembelajaran yang menyenangkan.

Kata Kunci: evaluasi program; implementasi kurikulum merdeka; model countenance stake

INTRODUCTION

The Indonesian education system regulates the flow of teaching and learning in an educational institution, which currently includes several things, namely objectives, materials, teachers, students, methods, and evaluation. Widiansyah (2018) states that a system is a set of organized components related to a plan to achieve specific goals. So, the education system is a set of components arranged to achieve the learning objectives.

The education system consists of means to achieve learning objectives: maximum student learning outcomes in learning activities. Theoretically, the success of implementing a learning system is the interaction of several components that function systematically. One of these components cannot be eliminated because it reduces and hinders learning success. Relevant elements are the objectives to be achieved, the material to be taught, the existence of teachers and students, learning strategies, learning media, learning materials, and evaluations to be used.

Evaluation cannot be separated from learning because the effectiveness of learning can only be determined through evaluation. In other words, by evaluating each part of the learning process, we can see whether it is functioning as it should. Teachers can assess student performance both in groups and individually. Evaluation, in general, can be interpreted as a process of evaluating something compared to a criterion or standard (Idrus, 2019). Achievement of evaluation objectives can serve as a guide for further improvement and a reference for policymakers to make better decisions in the future.

The Ministry of Education, Culture, Research, and Technology has issued guidelines for developing an independent curriculum to be held in educational units as an additional option for learning recovery in the 2019 school year (kemendikbud.go.id). In addition, the COVID-19 pandemic caused significant obstacles and changes in the scope of education.

Research related to evaluating a curriculum and the Merdeka curriculum is often carried out. One of them is research conducted by Lukum (2015), which uses the Countenance Stake model to evaluate high school science learning. One of the studies that examines the implementation of the Merdeka curriculum is research conducted by Ekawati and Susanti (2022). This research shows several factors that can hinder teachers in implementing the Merdeka curriculum. In addition to that, research was conducted by Alimuddin (2023), which described the roles and practices of learning the Merdeka curriculum in an elementary school. In this case, Alimuddin found that the process of changing or switching curricula requires the ability of educators to adapt quickly.

In contrast to previous research, this study will use the Countenance Stake model to evaluate the process and application of learning using the independent curriculum in elementary schools, namely private elementary schools in Bandung. In this case, the evaluation process will be carried out in three stages: preparation, implementation, and assessment.

Evaluation is an important management tool in the implementation of a program. Evaluation is an urgency that is as important as the learning process, where the evaluation system can provide an overview of the quality of learning that has been carried out within a certain period (Magdalena et al., 2020). So, it is clear that evaluation must be carried out, both in the long and short term.

168

This study examines the evaluation model used in learning at Bandung Private Elementary School. Referring to the Countenance Stake Model Evaluation, the researcher describes the stages of the learning evaluation process. With this research, it is hoped that it can become the basis for developing a more effective learning evaluation process.

LITERATURE REVIEW

Program Evaluation

Evaluation is related to the process of evaluating an activity framework. It is in line with Perdana (2020), which explains that evaluation is a process of assessing the goals and disclosure of members' performance in providing feedback to improve the program's quality and performance. The definition states that appraisal is an attempt to assess the value, quantity, or quality of something. This effort must be done carefully and thoroughly.

According to Astuti et al. (2018), evaluation is the process of gathering information that will later be used in determining the suitable alternative in making a decision. The process of evaluating something against predetermined criteria or goals and then deciding about the item being evaluated. Evaluation becomes a component of management. In this case, evaluation becomes a tool, not just a goal used in assessing something (Achadah, 2019). In line with this, Aryanti et al. (2018) stated that evaluation is a tool that can assist the process of planning, repairing, perfecting, and developing. Based on this, conducting evaluations can be a tool for institutions to assess achievement and conformity with the institution's goals.

Program evaluation focuses on assessment activities on an activity (program) implemented in an organization or institution. So, program evaluation is a series of deliberate activities to determine the level of effectiveness and performance of a program based on knowledge of effectiveness in each component and program implemented before (Bere, 2023). An optimal evaluation system has two meanings: evaluation that provides information and the benefits achieved from the evaluation process (Akmalia et al., 2023).

Based on this, program evaluation is a series of systematic activities to collect information for decision-making about the program to be evaluated. Thus, program evaluation consists of three essential elements, namely 1) systematic performance, 2) data collection, and 3) influence on program decision-making.

Program Evaluation Objectives

Program evaluation aims to determine the achievement of program objectives by measuring the implementation of program activities. In this case, the evaluation will provide a comparison between the achievements and objectives of a program. Evaluation will provide specific or new information that can be used as a benchmark in making decisions and determining the best steps for the progress of an institution or program (Wijaya, 2018).

In line with this, Mustafa (2021) explained that evaluation is a tool to determine the steps to be taken from the continuation of a program that has been implemented so that the program can run better in the future. In this case, it becomes clear that the evaluation aims to assess the program to develop and run better when it is implemented further.

In educational institutions, such as schools, educational evaluation is one of the educational process variables that can provide feedback for improving education in the following semester, and depending on the implementation process and achievements, is one of the determining variables. Evaluation is an integral part of the educator, so the evaluation stages cannot be separated from the entire learning program (Betwan, 2019). As another structured learning, the learning process makes learning assessment an essential and integral part of the entire learning process. The success of teachers and other support personnel in educational activities is reflected in the success of their students. The importance of educational programs is determined by the program's relevance to the needs of students. It can be determined by evaluating the ongoing program and learning.

The objectives of learning or program evaluation can be divided into two, namely, general objectives and specific objectives (Hidayat & Asyafah, 2019). General goals are set for each element. In simple terms, these two objectives can be described as objectives that refer to the main things in the evaluation. General objectives lead to the level of development, while specific objectives refer to the discovery of factors that influence a program.

As previously explained, the activity evaluation results can assist institutions in making decisions and policy directions for a program. The manifestation of the results of the evaluation is the evaluator's recommendations to decision-makers. Therefore, the evaluation aims to discover achievements that can be used as benchmarks in the decision-making process.

Four possible policies can be implemented based on the results of program implementation decisions, including:

1. The program was terminated because it was deemed that the program was not profitable or could not be implemented as expected.
2. Rate the application because some parts are not as expected (some bugs).
3. Continuation of the program because the implementation of the program shows that everything is running as it should and is producing valuable results.
4. Distribute the program (run the program elsewhere or repeat the program later). Since this program worked, it would be nice if it was repeated elsewhere and elsewhere.

From the description above, it is clear that program evaluation is part of the practical education system. Evaluation is an essential activity in implementing a program, especially in learning. Within the scope of Education, evaluation is carried out to obtain the best recommendations for policymakers, such as school principals (Divayana, 2020). When a lesson experiences a problem, it can be seen from the evaluation results so that the learning process can avoid these problems in the future. So, it is clear that the evaluation aims to measure the effectiveness and improve program implementation.

Program Evaluation Model

The evaluation is carried out based on a model that experts have developed. There are many evaluation models with different systematics, although some models have similarities (Muryadi, 2017), likewise, with program evaluation and learning.

There are many and varied evaluation models, and not all are appropriate for evaluating learning. Mardiah & Syarifudin (2018) outline evaluation models that can be used to evaluate the learning process; some of them are (1) Goal Oriented Evaluation model by Tyler, (2) the free Evaluation Model by Scriyeen, (3) the Formative Summative Evaluation Model by Michael Scriven; and (4) Countenance Evaluation Model by Stake.

One of the several evaluation models that can be implemented in program and learning assessments is the countenance evaluation model developed by Stake. The Stake evaluation model focuses more on implementation and focuses on two main aspects, namely description, and judgment, and distinguishes the three main areas of program evaluation: input, process, and output or output.

With these considerations, this study uses the Stake evaluation model to analyze the learning system at the elementary school level in private elementary schools in Bandung. According to the authors, the Countenance Stake evaluation model suits the research focus with complex learning system problems. The Countenance Stake evaluation model describes the learning system and evaluates the results of the learning system in private elementary schools in the city of Bandung.

Countenance Stake Evaluation Model

Evaluation of the countenance model is often used in the global sphere with various purposes, whereas this model is often used in the educational sphere. By the statement of Tompong & Jailani, "The Countenance Stake evaluation model is widely used in research evaluating the learning process" (Tompong & Jailani, 2019). Based on this, the Countenance evaluation model, which Stake developed, is appropriate for implementing the learning process evaluation. The countenance evaluation model is flexible, especially in the data collection stage, where evaluators can use various methods to collect the data needed in the evaluation process (Gondikit, 2018).
The Stake model focuses on existing learning outcomes elements, where the criteria used generally include students' cognitive, affective, and psychomotor abilities (Betwan, 2019; Devi et al., 2022). This model emphasizes two main topics or matrices: the description matrix and the consideration matrix (Yuwono & Pasani, 2018). The Stake model is described in diagrammatic form, as shown in Figure 1.
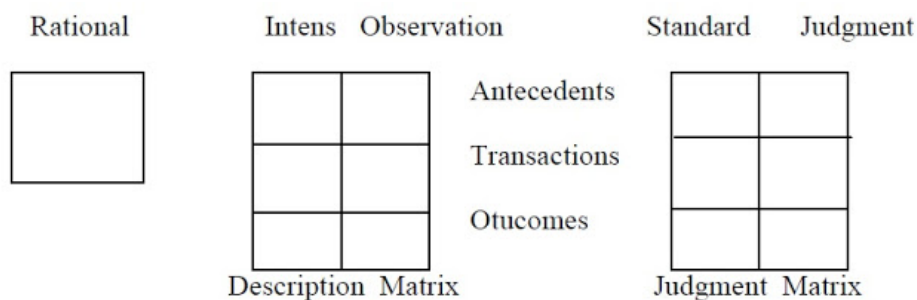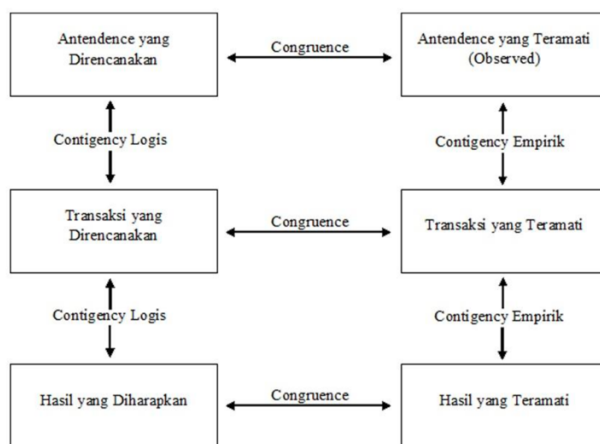

Figure 1. Countenance Stake Model Diagram
Source: Stake from his book "The Countenance of Educational Evaluation"

The Description matrix shows Intents (goals) and Observations (effect) or what happened. Meanwhile, the Judgment matrix refers to the criteria and considerations (Kusumawati, 2020). Stake emphasizes that in evaluating a program, it is necessary to make relative comparisons (between programs and standards). This model emphasizes that evaluators must make correct, accurate, and complete decisions or judgments about the program to be or is being evaluated.

There are three types of data or information obtained when evaluating using the Stake model, namely (1) Antecedent (Input), which refers to the planning and preparation of activities; (2) Transaction (Process), which focuses on the implementation of activities; and (3) Outcomes (Products), which are the results of activities, where this data can be identified by changes in attitudes, knowledge, and skills of the evaluation object (Puspayanti, 2018; Leong & Rethinasamy, 2020). The three pieces of information can be compared to determine what is received and expected. In addition, the three pieces of information are also compared with absolute standards so that the program's benefits in an institution or organization can be known. The three components or information become stages in evaluating the Stake model. Namely, the antecedent is the preliminary stage, the transaction is the implementation stage, and the outcomes are the aftermath of the program (Arafik et al., 2023).

The concept of the Countennace Stake Model is described as follows:

Figure 2. The concept of the Countenance Stake Model
Source: Stake from his book "The Countenance of Educational Evaluation"

Contingency consists of logical and empirical contingencies (Sucita et al., 2020). Logical contingency is the result obtained when the evaluator considers the logical/harmonious relationship between the initial state, the process, and the results of the process. It is the first thing the evaluator should consider. Evaluators also consider field data between initial conditions, transactions, and results. The evaluator must consider the congruence (difference) between what is planned and what is happening in the field.

According to Stake, analysts must use both standards because the evaluator must consider both the absolute and the relative. With these two aspects, the importance of the curriculum can be determined more precisely. The evaluation of the Stake model has four main steps

172

that must be carried out in carrying out the evaluation, namely (1) the initial step, (2) data collection, (3) logical analysis, and (4) empirical analysis (Chusni, 2022; Yuwono & Pasani, 2018). The initial steps are taken to plan evaluation activities. The data collection stage is carried out to collect information from the evaluation object. Based on the matrices obtained, the logical analysis stage is carried out to determine the relationship between input, process, and output. The empirical analysis focuses on the relationship between antecedents, transactions, and learning outcomes, which is based on the data obtained after the second stage. The countenance stake model evaluation can be used as a model for evaluating the learning process (Divayana et al., 2019).

METHODS

This evaluation research uses the Stake model accompanied by a descriptive quantitative method. Quantitative methods are used to test and prove whether or not a phenomenon is formulated in a variable format from a believed theory. The quantitative method is applied when the problem that is used as a benchmark for researchers is evident based on something that happened so that valid information is needed based on empirical phenomena and can be measured based on the population in that context, namely teachers and principals who participate in the Independent Curriculum learning system in private elementary schools in Bandung.

The implementation of the application of the quantitative approach in this study was also used as a step when calculating and analyzing data in collecting numerical forms from questionnaires. It is hoped that the data resulting from quantitative processing will create more valid and consistent data and information related to the effectiveness of the Independent Curriculum. The data obtained is then described and described based on the calculation results.

The stages of the research based on the stages of the Stake model are (1) Preliminary stage (Antecedent). This stage is an illustration of the implementation of the independent curriculum, including students, teachers, conditions of supporting facilities and infrastructure, teachers' understanding of the independent curriculum and learning planning; (2) The Process (Transaction) phase focuses on the description of the implementation of the independent curriculum in the implementation of project-based learning and the implementation of authentic assessments; and (3) the Outcome Stage, where the results of authentic assessments which include attitudes and skills in implementing the independent curriculum will be measured.

The observation results are compared with the standards in the Judgment column to determine suitability. If the existing standards are not met, then consideration is given regarding implementing the independent curriculum. Considering that this study uses ideal standards (absolute standards), namely the desired standards/criteria by the demands of the curriculum, and apart from that, it is also necessary to look at the possibility of a relationship (contingency) between levels.

RESULT AND DISCUSSION

The evaluation of the independent curriculum learning process in private elementary schools in the city of Bandung emphasizes two main things, namely drawing and considering. These two things are obtained by describing the preliminary stage (antecedent), the process stage (process), and the outcome stage.

The description of the Stake evaluation model in the independent curriculum learning process at private elementary schools in the city of Bandung is as follows:

Table 1. Description of the Stake Evaluation Model

Stake Model	Description Matrix		Judgment Matrix	
	Intent	*Observation*	*Standards*	*Judgment*
Antecedents	Learning Planning	Learning planning conditions	Instructional planning guidelines based on Permendikbu d No. 21 of 2016	Give consideration to the results of observations
Transactions	Implementation of Learning	Implementation of Learning	Guidelines for implementing learning based on Permendikbud No. 22 of 2016	Give consideration to the results of observations
	Authentic Assessment	Implementation of Authentic Assessment	Assessment standards based on Permendikbud No. 23 of 2016 and No. 3 of 2017	
Outcomes	Results	Rating result	Rating Standards	Give consideration to the results of observations

Source: Research results (2022)

Antecedents (Preliminary Stage)

At this stage, the initial stages of the independent curriculum learning process are described, which include the condition of the teaching staff, the condition of the students, the condition of supporting facilities and infrastructure, and lesson planning. However, in this study, the focus of observation was only on lesson planning.

The planning stage includes nine elements, namely: (1) subject identity; (2) formulation of indicators; (3) formulation of learning objectives; (4) selection of teaching materials; (5) selection of learning resources; (6) selection of learning media; (7) learning models; (8) learning scenarios; and (9) assessment.

From the results of observations made by researchers, it was found that 50.51% of teachers always made preparations, 47.44% often made lesson preparations, and 2.05% rarely made lesson preparations when they were about to conduct learning. It means there are still teachers who need preparation, which will affect the learning process results.

Before completing the lesson, the teacher's first task is to plan the lesson. Lesson plans are often referred to as Lesson Implementation Plans. RPP is designed to anticipate and assess learning to create situations that allow learning to achieve its objectives. With planning, the teacher can carry out learning correctly. The teacher needs the goals and can notice the appropriate direction and method to achieve learning goals. Unplanned activities can cause confusion or confusion in implementation if the objectives are unclear. Therefore, it is essential to plan the preparation and design of the learning to be carried out (see Figure 3).

Figure 3. Learning Preparation Graph
Source: Research Result, 2022

Transaction (Process Stages)

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

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

12. Schools develop projects according to school needs.
13. Learning Outcomes are carried out thoroughly in every learning activity

The stages of implementation are divided into two parts, namely (1) implementation of project-based learning and (2) making authentic judgments. Implementing project-based learning in the Merdeka curriculum emphasizes the scientific implementation of learning projects. This section consists of three stages of activity: preliminary, core, and final.

Preliminary activities consist of observation, motivation, knowledge transfer, and action plans. For example, through the question-and-answer method, through telling stories, or through songs to learn about a subject. Regarding challenging questions, the teacher makes topics related to a topic and simultaneously shows something about that topic. Teachers try to convey the usefulness of learning materials by learning them from students. The students try to present the benefits of learning materials from their point of view. The introductory section also contains a description of the subject-related issues.

Core activities include thematic mastery, application of pedagogic learning strategies, application of scientific approaches, application of integrated thematic learning, use of learning resources/media, student involvement in learning, and correct and appropriate language. Meanwhile, the final activity includes reflections on progress during the learning process. It was done by asking the students' impressions/messages about the day's learning, whether it was fun/not, useful/not. The teacher also asks questions about things students need help understanding, usually through oral or written tests that discuss students' assimilation of the material.

Authentic assessment is a form of assessment that focuses on gathering real-world evidence and interpreting student performance in situations that reflect real-world contexts or significant tasks. The implementation of authentic assessment consists of nine steps, which can be described as follows:

1. Determine the purpose of the assessment; determine by authentic judgment what goals will be achieved. Identify what skills, knowledge, and attitudes you want to assess in students.
2. Designing authentic tasks: designing tasks that reflect real situations or tasks critical in everyday life. Ensure assignments allow students to demonstrate the skills and knowledge you want to assess.
3. Collect achievement tokens; select evidence-gathering methods and tools appropriate to the task for which they are designed. Examples of instruments used are direct observation, portfolios, projects, presentations, or simulations.
4. If necessary, observe and record direct observations of students when they complete assignments or assignments. Write down your observations about the aspect you want to assess.
5. Using an assessment rubric, create a clear and structured scoring rubric to describe the assessment criteria to be used. This section helps provide targeted and objective feedback to students.

6. Encourage students to think; after gathering evidence, engage students in reflection. Discuss the assessment results with them, identify strengths and areas for improvement, and opportunities to improve their future performance.
7. Provide constructive feedback; give students concrete, constructive feedback based on grades. Share their successes and opportunities for improvement.
8. Engage students in the assessment process and involve them in it by offering them the opportunity to reflect and evaluate their own performance. Give them time to identify their own learning goals and create an action plan to achieve them.
9. Using assessment results to improve; use the assessment results to provide ideas for teachers to plan further learning.

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

Teachers who do not apply learning stages tend to choose indicators that explain that using teacher books and student books is not the primary source of learning. It is due to the unavailability of the handbook chosen by the teacher. Of the 2.30% of teachers who did not apply learning stages, it was found in indicators of using teacher's books and student books. Learning resources or handbooks that can be used as additional references need to be increased.
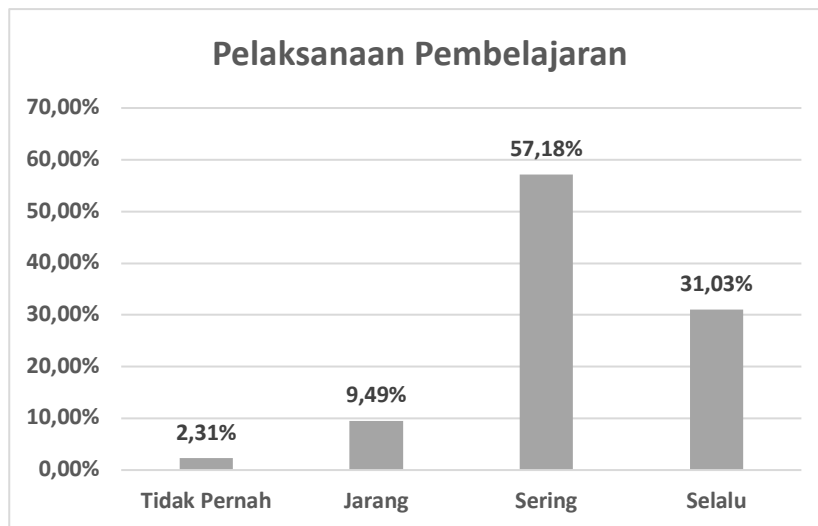
Figure 4. Graph of Learning Implementation
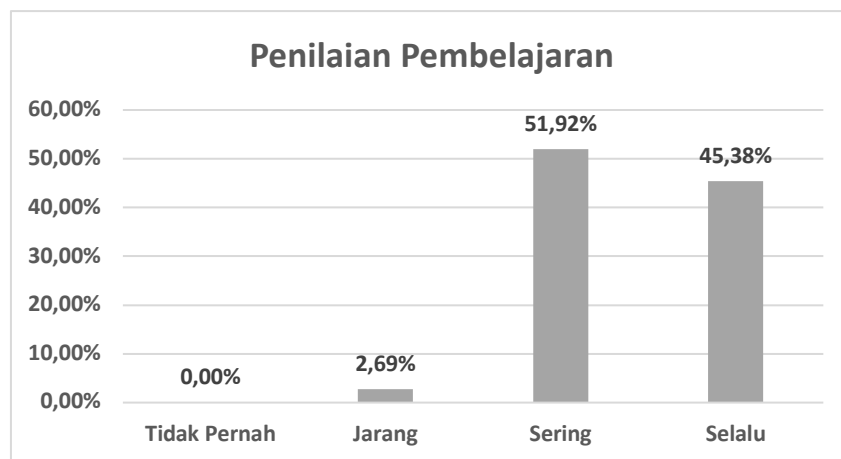*Source: Research Result, 2023*

Outcomes (outcome stage)

Curriculum outcomes generally refer to the knowledge, skills, attitudes, or behaviors students are expected to acquire after completing a program or level of education. These outcomes may include subject mastery, critical thinking skills, communication skills, a global perspective, or the ability to adapt to change.

177

Observation results show that 45.38% of teachers always carry out the learning assessment process, 51.92% of teachers often carry out the learning assessment process, and 2.69% rarely carry out the learning assessment process.

The assessment process plays a vital role in learning. Assessment in learning is used to measure the achievement of learning objectives, thus enabling the teacher to assess the extent to which students have achieved the learning objectives that have been set. By assessing students' understanding and abilities, teachers can identify whether they have achieved the expected level of knowledge and intervene if there are gaps. Conducting assessments allows teachers to give students feedback on their strengths and weaknesses so that students understand where they stand and where there is potential for improvement. It helps students increase their understanding, develop skills, and improve academic performance.

It is no less critical in the assessment to measure the effectiveness of teaching and curriculum. Evaluation also plays an essential role in evaluating teaching effectiveness and the curriculum. When schools and teachers look at student assessment results, they can identify strengths and weaknesses in their teaching. It allows them to make necessary improvements and changes to improve the quality of learning.


Figure 5. Graph of Learning Assessment
Source: Research results, 2023

Discussion

Referring to the results of the discussion and based on the literature reviews related to the evaluation of the educational process, it can be concluded that teachers need to use teaching textbooks optimally. However, in practice, textbooks should not be rigid or mandatory. Schools can also develop additional teaching materials, such as digital learning modules and resources, or use local resources. It is essential that schools combine the use of textbooks with innovative learning methods and actively involve students. Schools and teachers must combine textbooks with innovative learning methods and actively involve students. Textbooks should be seen as essential learning tools but still provide space for exploration, discovery, and development of creativity in learning. In an independent curriculum, where schools can develop more learning resources or use innovative learning methods, textbooks

178

are still the most essential resource students can rely on. Textbooks offer students a clear structure and frame of reference for studying the subject.
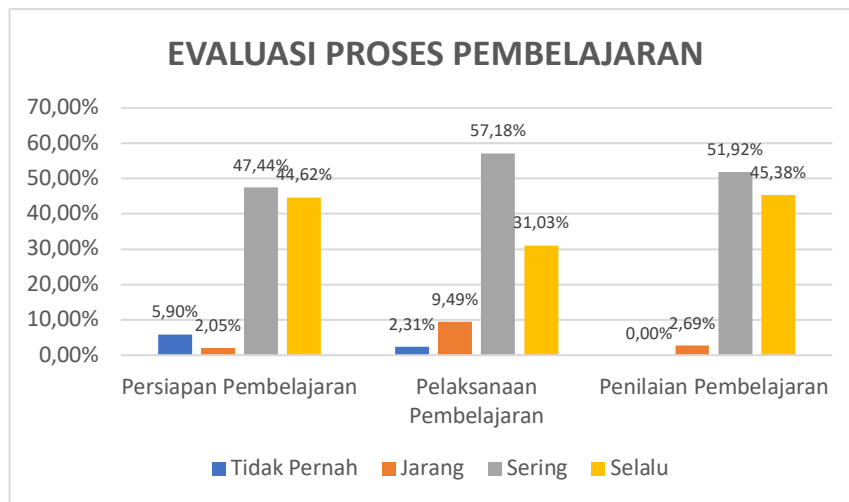
Figure 6. Learning Process Evaluation Graph
Source: Research results, 2023

After describing the evaluation of the independent curriculum learning system in private elementary schools in Bandung City, from the antecedent stage, process, and results, overall, the learning process is going well. Each stage was carried out well by the Bandung Private Elementary School. The evaluation results at the Antecedent (preparation) stage show that the learning system for the Merdeka Elementary School Bandung Private Curriculum is up to standard. In this context, a lesson plan contains a lesson plan.

At the Transaction (process) stage, the results show that the teacher's assessment of the implementation of the Learning Implementation Plan (RPP) requires an increase in the availability of teacher's books and student books, which are the primary source of learning, as well as guidebooks that are selected and used by teachers. The last stage, Outcome (Results), shows that achieving the results of the independent curriculum learning system in private elementary schools in Bandung City has elements of a learning system that can achieve learning objectives. Based on these results, the process of evaluating learning in private elementary schools in the city of Bandung as a whole is good when viewed from the aspect of a congruence stake model consisting of (1) Antecedent (Input), (2) Transaction (Process), and (3) Outcomes (Product), where this data can be identified by changes in attitudes, knowledge, and skills of the evaluation object (Puspayanti, 2018). It also aligns with Betwan's (2019) statement that learning evaluation is done in the learning process.

CONCLUSION

Evaluation is one of the essential assessment tools to be carried out in the learning process. The evaluation model that can be used in learning is the Countenance Stake mode, which consists of three stages. Evaluation of the independent curriculum learning process in private elementary schools in the city of Bandung as a whole gave positive results in each stage of the evaluation of the Stake model. Most teachers have developed lesson plans at the

179

preparatory stage so that the learning process is more focused. In the process stage, the teacher acts according to the lesson plan that has been developed. At the results stage, the learning elements show positive results, where the learning process achieves the learning objectives. It shows that the Bandung City Private Elementary School has successfully implemented the Merdeka curriculum.

AUTHOR'S NOTE

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

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