

EVALUATION OF THE INDEPENDENT CURRICULUM AT IT BAITUL HIJRAH KINDERGARTEN, BINJAI CITY USING THE CIPP MODEL (CONTEXT, INPUT, PROCESS, PRODUCT)

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Abstract

The Independent Curriculum is implemented in TK IT Baitul Hijrah Kota Binjai using the CIPP (Context, Input, Process, Product) model as the initial step in this study. The purpose of the evaluation is to determine how well the Independent Curriculum supports early childhood education in terms of sustainability, relevance, and effectiveness. The context element shows how the school's vision and mission are in line with the values of the Independent Curriculum, which are strengthened by leading initiatives such as ProTaBa (Baby Tahfidz Program) and collaboration between institutions and external parties. Although most teachers meet the competency requirements in the input aspect, more training in educational technology and facility improvement are still needed. Positive interactions between teachers and students are evident in the process aspect, but the learning approach is still traditional with little integration of technology. According to the product evaluation, students' social and spiritual growth is quite important, although their Pancasila character has not been strengthened optimally. Strengths, opportunities, weaknesses, and threats in the implementation of the criteria are identified through a SWOT analysis. Intensive teacher training, purchasing digital resources, increasing character values in education, and fostering better parent collaboration are some of the suggested tactics. In conclusion, despite the benefits of the Independent Curriculum, a number of important areas require improvement to maximize the achievement of the country's educational goals.
Keywords: Curriculum Evaluation, CIPP Model, Independent Curriculum, Early Childhood Education (PAUD).

Abstract

Kurikulum Mandiri diterapkan di TK IT Baitul Hijrah Kota Binjai dengan menggunakan model CIPP (Context, Input, Process, Product) sebagai langkah awal dalam penelitian ini. Tujuan evaluasi adalah untuk mengetahui seberapa baik Kurikulum Mandiri mendukung pendidikan anak usia dini dalam hal keberlanjutan, relevansi, dan efektivitas. Elemen konteks menunjukkan bagaimana visi dan misi sekolah sejalan dengan nilai-nilai Kurikulum Mandiri, yang diperkuat oleh inisiatif-inisiatif unggulan seperti ProTaBa (Program Tahfidz Balita) dan kerja sama antar lembaga dan pihak luar. Meskipun sebagian besar guru memenuhi persyaratan kompetensi pada aspek input, masih diperlukan lebih banyak pelatihan dalam teknologi pendidikan dan peningkatan fasilitas. Interaksi positif antara guru dan siswa terlihat jelas pada aspek proses, tetapi pendekatan pembelajaran masih tradisional dengan sedikit penggabungan teknologi. Menurut evaluasi produk, pertumbuhan sosial dan spiritual siswa cukup penting, meskipun karakter Pancasila mereka belum diperkuat secara maksimal. Kekuatan, peluang, kelemahan, dan ancaman dalam penerapan kriteria diidentifikasi melalui analisis SWOT. Pelatihan guru intensif, pembelian sumber daya digital, peningkatan nilai karakter dalam pendidikan, dan pembinaan kolaborasi orang tua yang lebih baik adalah beberapa taktik yang disarankan. Sebagai kesimpulan, terlepas dari manfaat Kurikulum Independen, sejumlah bidang penting memerlukan perbaikan untuk memaksimalkan pencapaian tujuan pendidikan negara.

Kata kunci: Evaluasi Kurikulum, Model CIPP, Kurikulum Merdeka, Pendidikan Anak Usia Dini (PAUD).



INTRODUCTION

The curriculum is the main foundation in the education system to achieve learning goals. The implementation of the Independent Curriculum, which is designed to provide flexibility and focus on the holistic development of students, requires systematic evaluation to identify effectiveness and obstacles faced.¹ TK IT Baitul Hijrah Binjai City has adopted the Merdeka Curriculum as part of efforts to improve the quality of early childhood education (PAUD).

Curriculum evaluation is a systematic effort carried out to improve the curriculum that is still in the development stage or the curriculum that has been implemented so that it is better prepared in the future. Curriculum evaluation is beneficial for all parties including teachers, education stakeholders, parents and the community. Curriculum evaluation has formative and summative functions which ultimately have an impact on educational, instructional, diagnostic and administrative activities.²

As a guideline in implementing learning, the curriculum must be truly ready to be used. It is often found that curriculum documents that are considered ready actually experience difficulties in their implementation and are even said to have failed.³ The question is whether the curriculum document has previously undergone formative evaluation or not? This is an important question because the curriculum is the core of learning, if the curriculum itself is not ready then we cannot expect too much from its implementation in the future. This can happen because of the lack of understanding of the curriculum developers regarding the importance of curriculum evaluation.⁴ For that reason, this article will discuss the importance of curriculum evaluation in terms of the benefits it provides and the function of curriculum evaluation itself.

Based on the background. Curriculum evaluation is an essential step to ensure the effectiveness, relevance, and sustainability of the learning process. By using the CIPP (Context, Input, Process, Product) evaluation model, this study aims to provide a comprehensive overview of

¹ Bhakti, "Evaluasi Program Model CIPP Pada Proses Pembelajaran IPA. , 1(2), 75–82.," *Jurnal Inovasi Pendidikan Fisika Dan Riset Ilmiah* 1, no. 2 (2017): 75–82.

² Tamimi Mujahid, "Systematic Literature Review: Peran Filsafat Pendidikan Islam terhadap Kurikulum Pendidikan Islam" 1 (2024).

³ Oemar Hamalik, *Dasar-Dasar Pengembangan Kurikulum.* : (Bandung: PT Remaja Rosdakarya., 2008).

⁴ U Diharja, I Machrawinayu, and M.G.A Ritonga, "Evaluasi Model CIPP Dalam Peningkatan Mutu Pembelajaran Pada Program Kampung Cambridge Mutiara Cendekia.," *Jurnal Basicedu* 7, no. 6 (2023): 3989–4002, <https://doi.org/10.31004/basicedu.v7i6.6580>.

the implementation of the curriculum in TK IT Baitul Hijrah and provide recommendations for continuous improvement.⁵

RESEARCH METHODS

1. Research Approach

This study uses a qualitative descriptive approach. A qualitative descriptive approach is a research method that aims to describe, understand, and explain social phenomena in depth based on data obtained from the field. This study focuses on detailed descriptions of behavior, experiences, or processes that occur in a particular context. According to⁶, a qualitative approach is used to explore and understand the meanings that individuals or groups give to a particular social problem or phenomenon. The data produced is narrative and analyzed inductively.

2. Characteristics of Qualitative Descriptive Research

The characteristics of qualitative descriptive research are:

- a. Focus on Meaning: This research seeks to understand the meaning of the experiences or phenomena experienced by the research subjects.
- b. Contextual: Research is conducted in a natural setting without any intervention from the researcher.
- c. Descriptive: The research results are in the form of a detailed description of the phenomenon based on the participant's perspective.
- d. Inductive Approach: Data analysis is carried out inductively, starting from data patterns to produce findings.

3. The Purpose of Qualitative Descriptive Approach

The main objectives of the qualitative descriptive approach are:

- a. Describes phenomena or situations in detail according to field realities.
- b. Explains the relationship between the various components involved in a phenomenon.
- c. Provides in-depth understanding of the research subject's experiences.

⁵ Cahyadireja, E. T. Sofiawati, and R Ratnasari, "Implementasi Model Evaluasi Cipp Pada Pembelajaran Daring Sdit Adzkia 2 Sukabumi.," *COLLASE (Creative of Learning Students Elementary Education)* 5, no. 3 (2022): 510–20.

⁶ John Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, 4th ed. (Sage Publications, 2014).

4. Method of collecting data

In a qualitative descriptive approach, commonly used data collection methods include:

- a. In-depth Interviews: Exploring information directly from participants to gain insight into their experiences and perspectives.
- b. Participatory Observation: Directly observing the behavior or situation being studied.
- c. Documentation: Analyzing documents, reports, or other data relevant to the phenomenon.
- d. Field Notes: Recording the researcher's observations or reflections during the research.

5. Data analysis

According to Ardiansyah et al.,⁷ qualitative data analysis is carried out through three main stages:

- a. Data Reduction: Filtering and summarizing raw data to focus more on relevant aspects.
- b. Data Presentation: Arranging data in narrative, matrix, or diagram form to facilitate understanding.
- c. Drawing Conclusions: Identifying patterns, themes, or meanings from the data that has been presented.

Data were collected through interviews, observations, and document analysis. The instruments used include: interview guides, observation sheets, curriculum documents, and school evaluation reports.

6. Research Subject

The research subjects included the principal, teachers, students, and parents at IT Baitul Hijrah Kindergarten, Binjai City.

7. Validity of Data

The validity of data in qualitative descriptive research can be tested using several techniques, such as:

- a. Triangulation: Using multiple data sources, methods, or theories to verify findings.
- b. Member Check: Asking research participants for confirmation regarding the accuracy of data or interpretation.

⁷ Ardiansyah, Risnita, and M. Syahran Jailani, "Teknik Pengumpulan Data Dan Instrumen Penelitian Ilmiah Pendidikan Pada Pendekatan Kualitatif dan Kuantitatif," *Jurnal IHSAN : Jurnal Pendidikan Islam* 1, no. 2 (July 1, 2023): 1–9, <https://doi.org/10.61104/ihsan.v1i2.57>.

- c. Audit Trail: Document the research process in detail to ensure transparency.

RESULTS AND DISCUSSION

IT Baitul Hijrah Kindergarten Curriculum Evaluation Results

Based on the school's operational curriculum, namely the Independent Curriculum of IT Baitul Hijrah Kindergarten, which is located at Jalan Cut Nyak Dien No. 128. Tanah Tinggi Village, East Binjai District, Binjai City, North Sumatra Province, it can be explained as follows:

In order to achieve national education goals through improving the quality of education through the school operational curriculum prepared by TK IT Baitul Hijrah. They will carry out curriculum development in each Education unit related to the National Education Standards which are divided into eight aspects of Education that have been determined by the Government.⁸

Through the explanation above, the documents that have been checked have been approved and determined as the IT Baitul Hijrah Kindergarten Curriculum using validation instruments as the consideration material. The Supervisor of the Binjai Timur District also gave consideration/recommendations to the IT Baitul Hijrah Kindergarten curriculum without conditions, on the grounds that all elements of the school's operational curriculum were completely fulfilled.

As we know, the curriculum is a set of educational implementation plans that can lead us towards educational goals, namely: learning recovery and learning arrangements regarding the goals, content and implementation of learning activities.⁹ Without a curriculum, we as educators will feel confused if we do not have a foundation in implementing learning. So, in the curriculum at the IT Baitul Hijrah Kindergarten in Binjai City, it can be ascertained that this curriculum is very suitable to be implemented to its students because it has also been recommended and reviewed by the curriculum supervisor, that the curriculum in this kindergarten has been agreed upon.

The curriculum also needs to be developed according to the needs of students. This curriculum is a document that is very much needed by schools as a school living document.¹⁰ Without a curriculum, schools will not run well because there are several reasons regarding the School Operational Curriculum (KOS), namely:

⁸ Huldiya Syamsiar, I Gede Ratnaya, and I Wayan Widiana, "Evaluasi Kurikulum Merdeka Belajar Berbasis CIPP," *JOEAI (Journal of Education and Instruction)* 6, no. 6 (2023).

⁹ Ayu Puspitasari, Akhmad Muadin, and Agus Salim Salabi, "Evaluasi Implementasi Kurikulum Merdeka Menggunakan Model CIPP di SD Bontang" 8, no. 1 (2023).

¹⁰ Muhamad Kosim Gifari and Zainal Arifin, "Literature Review: Evaluation of the Kurikulum Merdeka Using the CIPP Model," *Inovasi Kurikulum* 21, no. 3 (August 30, 2024): 1747–62, <https://doi.org/10.17509/jik.v21i3.71095>.

1. As a guideline in developing the curriculum
2. As a guideline for evaluating school programs
3. As a reference for further program planning
4. As information material for stakeholders.

After further research, the school operational curriculum (KOS) at TK IT Baitul Hijrah was developed based on the Basic Education and Secondary Education (Dasmen) curriculum compiled by a drafting team consisting of school elements and school committees under the coordination and supervision of the Head of the Binjai City Education Office with guidance from resource persons from the Head of PAUD and Community Education and the supervisor of the Binjai Timur District Kindergarten.

In the curriculum at the IT Baitul Hijrah Kindergarten in Binjai City, there are several foundations, including: sociological foundations, pedagogical foundations, school characteristics foundations, socio-cultural and environmental context foundations, characteristics of teaching and education personnel, and student character foundations, which are:

The pedagogical basis itself is as an educational institution that is responsible for the student learning process in the school environment.¹¹ Each school has a noble goal in developing the education of Indonesian children who are independent, responsible, appreciate differences and think positively and are able to collaborate so that a strong next generation is created.¹²

As for the pedagogical foundation, it is an institution consisting of students who have unique characteristics. At this age, students' thinking skills are developed through a challenging learning process so that their cognitive abilities develop optimally. Not only that, the foundation of school characteristics is also very much needed, namely to combine general and Islamic lessons, IT Baitul Hijrah Kindergarten is one of the schools that does this integration, so that the doors of students' hearts are opened in applying religious knowledge in their hearts and minds, school characteristics are also needed to get to know various or various other things about the school environment, and learn many things about living things in the school environment, such as plants.

In this school, students will also be introduced to the cultural diversity that exists in Indonesia, such as their region of origin, and also their parents' professions. In this school, the teachers also have different cultural diversity. Music, singing, drama, lectures, storytelling, and art are skills possessed by several teachers. The students also have a variety of skills, abilities, and knowledge that come from various different backgrounds and still need to develop their social and

¹¹ Mujhirul Iman et al., *MANAJEMEN PENDIDIKAN Teori Dan Praktik Dalam Sistem Pendidikan*. (Malang: P.T Literasi Nusantara Abadi Group, 2024).

¹² D. L. Stufflebeam and A. J. Shinkfield, *Evaluation Theory, Models, and Applications*. (San Francisco: Jossey-Bass., 2007).

emotional abilities. They have different emotions, talents, and knowledge. This IT Baitul Hijrah Kindergarten School also accepts students with special needs so that they can grow and develop according to their potential.

The objectives of compiling the IT Baitul Hijrah Kindergarten Operational Curriculum are:

1. Aligning the perceptions of school principals, educators, education personnel, students and school committees regarding various regulations and laws that underlie the Implementation of the Independent Curriculum
2. As a technical reference or guideline for organizing learning in schools. With the hope that learning at TK IT Baitul Hijrah Binjai can be carried out well and effectively.
3. Creating teachers and students who continue to carry out their functions as educators and learners and the learning process must take place in any way.
4. Adjusting the School Curriculum with new documents according to policy. The government through the Ministry of Education, Culture, Research and Technology (Kemdikbudristek).
5. Aligning the perceptions of school principals, educators, education personnel, students and the School Committee regarding various regulations and laws that underlie the Implementation of the Independent Curriculum.
6. As a technical reference or guideline for organizing learning in schools, with the hope that learning at TKIT Baitul Hijrah can be implemented well and effectively.
7. As a guide to implementing the independent curriculum to prepare Indonesian people to have the ability to live as individuals and citizens who are faithful, productive, creative, innovative, and affective and are able to contribute to the life of society, nation, state, and world civilization.
8. Improving the quality of education through school independence and initiative in developing the curriculum.
9. Empowering available resources.
10. Increasing the awareness of school residents in developing the curriculum through joint decision-making to realize excellence.
11. Ensuring children's rights to continue to receive educational services, protecting educational unit residents and ensuring the provision of psychosocial support for educators, students and parents.

The indicators for achieving the Vision of TK IT Baitul Hijrah according to the variables include:

1. Lifelong learners, forming a generation that has the motivation to always learn and develop themselves.

2. Character, implementing the Pancasila Student Profile in actualizing life.
3. Innovative, the ability of all school residents to interpret dynamic and ever-changing conditions
4. With various challenges and obstacles, it becomes a gap in developing oneself to find the right, useful and appropriate solutions to current conditions and prepare for the future.
5. Achievement, as the end result of a process, achievement is a benchmark of a process. Achievement does not only revolve around cognitive abilities in achievement events but more on the success of finding one's abilities, developing talents and useful life skills.

Based on the Decree of the Ministry of Education, Culture, Research and Technology No. 56/M/2022 concerning Guidelines for the Implementation of the Curriculum in the Context of Learning Recovery, the implementation of the curriculum by educational units must pay attention to the achievement of student competencies in educational units in special conditions. The implementation of the curriculum during special conditions as regulated in the Decree of the Minister of Education and Culture Number 719/P/2020 concerning Guidelines for the Implementation of the Curriculum in Educational Units in Special Conditions has not been able to overcome learning loss so it needs to be improved. There are several challenges in implementing the school operational curriculum, including: Internal challenges include those related to educational conditions related to educational demands that refer to the 8 (eight) National Education Standards which include content standards, process standards, graduate competency standards, educator and education personnel standards, facility and infrastructure standards, management standards, financing standards, and education assessment standards. And external challenges include those related to the flow of globalization and various issues related to environmental problems, advances in technology and information, the rise of the creative and cultural industries, and the development of education at the international level.

Kemdikbudristek has officially launched the 15th Merdeka Belajar episode on the Merdeka Curriculum and the Merdeka Mengajar Platform. There are 3 characteristics of the Merdeka Curriculum, namely:

1. More focus on essential material,
2. A more flexible curriculum structure, and
3. There are many teaching tools available.

With these three characteristics, it will certainly help teachers to design more enjoyable and meaningful learning for students. Learning that develops students holistically, to become Pancasila students who have a strong Indonesian identity and are ready to face the future.

The goals of national education, vision, mission and school objectives are as follows:

The goal of National Education is to develop the potential of students to become human beings who believe in and fear God Almighty, have noble morals, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens.

The goal of basic education is to lay the foundation for intelligence, knowledge, personality, noble morals, and skills for living independently and pursuing further education.

The curriculum is prepared by the educational unit to improve the adjustment of educational programs to the needs and potentials that exist in schools/madrasahs. The challenges and opportunities must be responded to by the school, so that the school's vision is expected to be in accordance with the direction of development. And for this, the school feels the need to analyze the strengths, weaknesses, opportunities, and threats that exist in the IT Baitul Hijrah Kindergarten school.

CIPP Model Evaluation Results with SWOT Analysis

Furthermore, the evaluation results using the CIPP model can be explained as follows:

1. Context Evaluation

Context evaluation shows that the Independent Curriculum at TK IT Baitul Hijrah has been designed by considering the school's vision and mission, which focuses on forming a generation of Pancasila Student characters. SWOT analysis shows strengths in flagship programs such as ProTaBa (Toddler Tahfidz Program) and collaboration with various external institutions. However, it needs to be adjusted further to face global challenges and local needs. The SWOT analysis can be seen in Table 1.

Table 1. SWOT Analysis Table

Aspect	Internal Factors	External Factors
<i>Strengths</i>	- Flagship programs such as ProTaBa are running well.	- The school is strategically located in the city center, close to public facilities and educational partners.
	- Active collaboration with the Health Service, Library, and BKKBN.	- Positive support from parents and local community.

	- Most teachers have adequate educational qualifications.	
Weaknesses	- Lack of infrastructure, such as additional classrooms and digital technology tools.	- Some teachers require additional training in mastering educational technology.
	- Limited evaluation tools and innovative teaching materials.	
Opportunities	- The Independent Curriculum Policy provides opportunities for learning flexibility.	- Increase parental participation in supporting school activities.
	- Potential for collaboration with external institutions for the development of school facilities.	- Public awareness of the importance of early childhood education is increasing.
Threats	- The location of schools close to risky areas, such as highways, increases concerns about student safety.	- The influence of globalization and technological advances demands faster adjustment.
	- Some students need special support that is not yet fully available at school.	

2. Input Evaluation

From the input side, most teachers have met the competency standards, but there is a need for additional training related to educational technology. Facilities and infrastructure, such as digital learning media, still need to be improved. Curriculum documents have met the standards, but require more varied evaluation tools.

3. Process Evaluation

The learning process generally runs smoothly, with positive teacher-student interactions. However, learning strategies are still limited to conventional methods. The implementation of project-based learning and collaboration is still minimal. The analysis also shows that the integration of technology in learning is not optimal.

4. Product Evaluation

The results of the product evaluation show positive developments in students' basic skills, especially in spiritual and social aspects. However, the formation of Pancasila Student characters is not yet fully optimal. Some students still need additional support in developing cognitive and emotional abilities.

Strategies for dealing with obstacles/challenges to turn them into opportunities can be seen in Table 4.2 as follows:

Table 2. Challenges Become Opportunities Table

Challenge	Opportunity/Chance	Coping Strategy
Locations close to highways increase student safety risks.	Opportunity to improve security through collaboration between communities and local government.	Adding security facilities such as high fences and CCTV, as well as increasing supervision during school hours.
Some students need special support that is not yet fully available.	Opportunities to collaborate with experts or specialized educational institutions.	Inviting experts for teacher training and creating special programs for students with special needs.
Lack of digital infrastructure to support technology-based learning.	Potential to obtain grant assistance from the government or private sponsors for the procurement of digital tools.	Submitting funding proposals to local governments and philanthropic institutions.
Teachers need additional training in mastering educational technology.	Opportunities to improve teacher skills through regular training.	Organizing technology training with government support or in collaboration with educational technology institutions.

The current of globalization demands faster curriculum adaptation.	Opportunity to adopt innovative and globally based approaches to strengthen learning.	Benchmarking with other schools that have successfully integrated technology and global learning.
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The following is a description of the results of the SWOT analysis of TK IT Baitul Hijrah Binjai:

1. *Strength* (Strength)

- a. The moral aspect is good, this is reflected in the programs and activities taking place at TK IT Baitul Hijrah Binjai which are running well and smoothly;
- b. Since the 2019/2020 school year until now, TK IT Baitul Hijrah Binjai has used the latest curriculum, namely the 2013 Curriculum and continued with the Merdeka Curriculum and has a superior program, namely ProTaBa (Toddler Tahfidzh Program).
- c. The process of accepting new students, student attendance, teaching and learning process, self-development, and student evaluation process were carried out well;
- d. Since its establishment and location on Jl. Cut Nyak Dien, IT Baitul Hijrah Binjai Kindergarten has become one of the favorite kindergartens so that the interest of parents to send their children to this school is very high;
- e. Since its establishment and location on Jl. Cut Nyak Dien, TK IT Baitul Hijrah Binjai has collaborated with the Health Service, so that Posyandu is held every month at TK IT Baitul Hijrah;
- f. Since its establishment and location on Jl. Cut Nyak Dien, TK IT Baitul Hijrah Binjai has collaborated with the Library Service, so that every month TK IT Baitul Hijrah also opens a reading corner for the attending posyandu participants.
- g. Since its establishment and location on Jl. Cut Nyak Dien, TK IT Baitul Hijrah Binjai has collaborated with BKKBN to monitor the growth and development of our students through the BKB (Baby Family Development) Program every month.
- h. The Parent-Teacher Meeting (POMG) is held once a month to discuss Child Growth and Development and to increase parenting knowledge for parents of students.
- i. The school has security staff (SATPAM) starting from the 2022/2023 academic year;
- j. The principal has had a teaching certificate since 2008.

- k. 70% of the teaching staff or teachers at IT Baitul Hijrah Binjai Kindergarten have a Bachelor's degree (S1); the rest are still studying at a College majoring in Early Childhood.
- l. The school facilities and infrastructure are quite good.
- m. Most of the teachers have mastered IT.
- n. Schools are able to finance several activities, programs, and school equipment or facilities and infrastructure from School Operational Cost (BOP) funds, so that they do not burden the expenses of these costs on students or parents.
- o. The school provides tuition fee relief for orphans and the poor; and
- p. The school always maintains an open attitude towards the community and parents of students in various matters, whether it is problems faced by the school or other shortcomings so that cooperation between the two increases.

2. *Weakness* (Weakness)

- a. The school still lacks classroom space for students and human resources for teachers who are PAUD S1 graduates, so the school has appointed female students as teachers at the IT Baitul Hijrah Kindergarten.

3. *Opportunity* (Opportunity)

- a. The location of the school is very strategic in the middle of the city, close to the Tanah Tinggi health center, government and non-government offices, close to other schools, both public and private, such as SMAN. 4 Binjai, An Naas school and others. Also very close to the Tanah Tinggi sub-district office, making it easy to access the office;
- b. The Principal carries out his leadership in a very democratic manner, so that a very good relationship is formed between superiors and subordinates according to the chain of command;
- c. The democratic leadership of the Principal also creates good relationships in the intra-school social order;
- d. The educational goals are well implemented because the curriculum has been created neatly, organized, coordinated, and formed in such a way; and
- e. Students in this school have diversity, both in terms of nature, attitude, character, interests, good, even ethnicity. However, with the management by the teachers in this school, a harmonious atmosphere is created so that it becomes a whole and

complementary unit. As a result, there are quite a lot of students who are intelligent and competent in several fields.

4. *Threat* (Threat)

In around the school there are many drug users, so at the beginning of the school operating, there is a worry about leaving valuables such as laptops and printers and others, also very close to the public road, so it is very worrying. Children run outside the fence resulting in unwanted things.

Based on the analysis of internal and external conditions at TK IT Baitul Hijrah Binjai, the following Vision was determined:

"Making TKIT BAITUL HIJRAH an Early Childhood Education Institution that produces students with a Pancasila profile who are pious, healthy, intelligent, creative, and independent."

This vision can be realized for long-term, medium-term, and short-term goals. This vision inspires the school community to always realize it at all times and sustainably in achieving school goals.

The indicators for achieving the vision are:

- a. Forward-looking by paying attention to existing potential (independent, socially aware) and environmentally aware;
- b. In accordance with community norms and expectations and the quality of learning, (Social concern, environmental concern, independence, responsibility);
- c. Improving the quality of human resources through academic and religious culture (creative, fond of reading, religious, national spirit);
- d. Encourage the spirit and commitment of all school residents (social care, environmental care, democracy);
- e. Encourage better, more conducive, academic changes for the sake of ongoing KBM (Creative, innovative, and responsible);
- f. Directing the strategic steps (Mission) of schools/madrasas, (Creative, hard work, innovative) by creating a clean, beautiful and healthy environment.

To achieve this vision, a mission needs to be carried out in the form of long-term activities with a clear direction. The following is a mission formulated based on the vision above.

1. Providing educational services in accordance with the applicable curriculum and adding Islamic educational content such as memorizing the Qur'an, short hadiths and daily prayers.

2. Providing educational services that stimulate children's intelligence, creativity and independence.
3. Implementing a project to strengthen the profile of Pancasila students.
4. Improving the professionalism of teacher resources.
5. Establish good cooperation with parents, caregivers, teachers, and related parties both internal and external to improve children's health and development.
6. Providing infrastructure that supports educational success.

To support the vision and mission that have been set, the following strategies need to be implemented:

1. Improving the quality of teachers through training programs and KKG;
2. Complete all the lacking facilities and infrastructure;
3. Relations with education stakeholders need to be improved;
4. Extracurricular activities need to be improved;
5. Religious and moral education needs to be taught from an early age;
6. Maintaining a clean and beautiful environment; and Creating a healthy school environment that is clean, beautiful and comfortable.

And the last is the goal of the school, to produce students who have strong faith in Allah SWT.

1. Producing students who are devout in worship, at least memorizing the movements and readings of the prayers
2. Producing students who have good morals, are insightful and independent
3. Creating Professional Educators
4. Realizing the School Environment as a Learning Resource
5. Implementing active, creative and enjoyable learning;
6. Increase funding, by involving all practitioners and citizens who care about Education and are non-binding.

The operational curriculum at the TKIT Baitul Hijrah Binjai educational unit is prepared as a reference framework or guideline in implementing learning at school for the 2023-2024 school year. The operational curriculum at the educational unit is also a guide to learning achievement for students and teacher efforts in implementing the learning process.

The operational curriculum in the TKIT Baitul Hijrah Binjai educational unit that has been prepared will run smoothly if there is full support from all parties, namely the principal, teachers, school committee and existing stakeholders. Hopefully the

support and active participation of all parties can advance TK IT Baitul Hijrah Binjai in accordance with what has been formulated in the school's vision, mission and goals.

From the explanation above, it can be seen that in this curriculum is a curriculum evaluation based on the CIPP evaluation model, where CIPP is a model that can be used to evaluate educational initiatives. One of the characteristics of this approach is to connect all types of evaluation with the tools used to make decisions about program design and management. One of the advantages of the CIPP methodology is that it provides a comprehensive assessment format at each level of assessment.

The evaluation is conducted using the CIPP decision-focused approach to help stakeholders make informed decisions. This will occur after data collection, evaluation, and interpretation and decision-making based on that interpretation. The CIPP assessment model is characterized by its comprehensiveness and usefulness in evaluating formative and summative assessment systems, individuals, and educational institutions. Curriculum innovation is a major challenge for all educational institutions because they need to train their graduates in accordance with national qualification requirements. The evaluation begins with a review of program elements such as objectives, materials, processes, and assessments. The first component evaluated in the CIPP model is context. The context component analyzes the extent to which program goals and objectives are achieved based on identified needs. Evaluation of the Implementation of the Independent Curriculum using the CIPP Model in the independent curriculum evaluation process starts from context evaluation to subsequent outcome evaluation, each aspect will be analyzed to find out what needs to be improved in the implementation of the independent curriculum. CIPP as follows:

1. Context Evaluation

CIPP-based Independent Learning Program Context, Contextual assessment discusses a comprehensive understanding of the educational environment that influences program implementation. When evaluating a program, it is important to understand its overall context because these factors can affect the implementation and success of the Merdeka Belajar program. The purpose of situational assessment is to assess the goals and priorities set to meet the needs of the organization's target group. Contextual assessment is carried out through analysis of extracurricular activities, learning outcomes, and learning materials of an educational unit, regardless of the curriculum. Based on research at TK IT Baitul Hijrah, it shows that the implementation of the Merdeka Plan is

included in the category of supporting the success of the implementation of the independent plan from a situational assessment perspective. This success is achieved based on metrics that indicate the alignment of KOSP with the school's vision and mission. Learning outcomes refer to the level and scope of learning content and materials that meet students' needs.

2. Input Evaluation

In the context of input evaluation, it refers to the components used in the design and development of the program. The purpose of input evaluation is to assess the quality, appropriateness, and suitability of these components to the desired educational goals. Integrative assessment is used to determine the strength of available assets and resources, possible alternative strategies, and the best way to meet identified needs. Input evaluation is carried out by measuring the level of school readiness, the condition of facilities and infrastructure, the capacity of stakeholders and staff, and student responsiveness to independent curriculum learning. According to RR Sutaris (2022), a study of the feasibility of implementing an independent curriculum found that facilities and infrastructure are one of the factors that influence the effectiveness of program implementation.

Based on the results of the study at TK IT Baitul Hijrah, it shows that the implementation of the independent curriculum is included in the category of successful input evaluation. This can be seen from the ability of the participant group to work together during learning, and the students' responses to the learning process show positive development and attention. However, there are still many aspects related to the availability and capacity of staff that need to be improved in order to optimize project implementation.

3. Process Evaluation

The process stages in curriculum evaluation refer to the implementation of the classroom curriculum and the student's learning experience. Formative assessment aims to evaluate the implementation of the Independent Learning Program and the interaction between teachers and students in the learning process. This formative evaluation considers the learning activities that will occur as part of the program, who will be assigned to deliver the program, and when the program will be completed. Formative assessment is carried out by analyzing the learning process in the independent study program. The learning plan is the most

important way to assess student progress and learning outcomes. By aligning the learning plan with the learning outcomes and learning objectives that have been set, the curriculum implementation process can be evaluated effectively so as to achieve optimal results. Based on the results of research at TK IT Baitul Hijrah, the implementation of the Merdeka curriculum has been proven to be included in the achievement category in supporting the implementation of the learning process in the independent study program. The guarantee section shows that the process conditions have been met and are very good, but there is still room for improvement.

The results of the analysis of indicators of the use of teaching strategies and methods by teachers found that teaching strategies and methods seemed isolated. In addition, the level of teacher competence needs to be further investigated and updated to ensure that teachers acquire the skills and teaching methods needed to deliver content in an interesting, fun, and stimulating way for student learning. Evaluation and reflection indicators show that although implementation has been carried out, the implementation is not yet comprehensive and sustainable and the results are still less than optimal.

4. Product Evaluation

In the context of product evaluation, this is the result achieved through the implementation of an independent learning program. The purpose of product evaluation is to evaluate the level of success of the program in achieving the desired educational goals and whether students achieve the expected learning outcomes. Researchers can then provide recommendations to decision makers regarding the continuation, development/modification, or even termination of the program being implemented. Product evaluation is carried out by analyzing the results of the implementation of the Independent Curriculum learning product. There are several aspects that must be considered at the product evaluation stage:

- a. Student performance
- b. Skills and competencies
- c. Developing student potential
- d. Relevance to real life
- e. Continuity of learning

Based on the results of the study at TK IT Baitul Hijrah, it shows that the implementation of the independent curriculum is included in the successful

category when viewed from the evaluation of products that support the implementation of the learning process in the independent curriculum. This success can be seen from the indicators of achieving good learning objectives. Meeting students' learning needs is a good category, and the development of students' personality profiles is also very good.

Thus, it can be concluded that the elements of the criteria related to the product aspect have been fully met, but there are several criteria that still need to be completed and improved. This is because the assessment process tends not to be comprehensive and continuous, requiring practitioners to reflect on learning and diagnose students' mastery of skills in order to improve. In the study, the tests contained in the test were not met. Schools provide educational services according to progress and needs. On the other hand, because teachers do not strengthen alternative learning in the classroom, they may not understand students' learning needs, which can result in learning gaps.

Through the right solutions, these challenges can be overcome so that the implementation of the Independent Curriculum is more successful and beneficial for Indonesian education. Additional conclusions regarding the difficulties encountered in assessing the CIPP model in the Independent Curriculum are as follows:

- a. Even if they do not have the skills to do so, practitioners should implement a self-paced curriculum for a continuous assessment system that begins with diagnostic assessments, formative assessments, and presentations and summary evaluations.
- b. Although educators are required to implement many engaging, participatory, and fun teaching strategies in the classroom, including problem solving, contextual inquiry, and project-based learning, some educators still struggle due to time constraints and lack of technological knowledge.
- c. The large number of students who still need help from practitioners shows that they are not cognitively ready to learn on their own.
- d. Schools do not have enough digital resources such as laptops and television projectors. In the Merdeka Curriculum, education aims to develop spiritual morals, noble morals, knowledge of basic religious concepts, independence, creativity, critical thinking, and applying these skills in everyday life. Improving teacher competence still needs to be done periodically so that they

can present materials in an interesting, modern, and inventive way so that they can inspire students to learn.

Strategic Recommendations

Based on the CIPP model analysis, several strategic recommendations can be compiled in Table 3 as follows:

Table 3. Recommendations for Evaluation of the Independent Curriculum for IT Baitul Hijrah Kindergarten

Evaluation Aspects	Positive Findings	Constraint	Recommendation
Context	The vision and mission are in line with the Merdeka Curriculum. Excellent programs such as ProTaBa are running well.	Adjusting the vision and mission to local and global needs.	Aligning vision and mission with global and local trends.
Input	Most teachers have met the basic competencies.	Limited infrastructure, inadequate technology training.	Adding digital facilities and conducting technology training.
Process	Positive teacher-student interaction, smooth learning activities.	Learning methods are still conventional, lacking technology integration.	Using project-based methods and interactive technologies.
Product	Students' spiritual and social development is significant.	The character development of Pancasila students is not yet optimal.	Integrating Pancasila values in all activities.

Recommendation

1. Teacher Competency Improvement: Organizing intensive training in the use of technology and innovative learning methods.
2. Addition of Facilities and Infrastructure: Providing various digital learning media and evaluation tools.

3. Strengthening Character Program: Integrating Pancasila Student values into every learning activity.
4. Increasing Parent Participation: Involving parents in educational programs to support learning at home.

The evaluation shows that the Independent Curriculum at TK IT Baitul Hijrah has had a positive impact in several aspects, but still needs improvement in certain areas, especially in improving teacher competency and facilities. With the implementation of these recommendations, the curriculum is expected to be more optimal in achieving national education goals.

CONCLUSION

The evaluation shows that the Independent Curriculum at TK IT Baitul Hijrah has had a positive impact in several aspects, but still needs improvement in certain areas. Strategic recommendations are needed to ensure the overall success of the curriculum.

RECOMMENDATIONS

Some of the recommendations given to the Baitul Hijrah IT Kindergarten School are as follows:

1. Improving Teacher Competence: Through educational technology training.
2. Additional Facilities and Infrastructure: Procurement of digital media and evaluation tools.
3. Strengthening Character Program: Integrating Pancasila Student values into learning activities.
4. Improving Collaboration with Parents: Involving parents in supporting learning.

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