



Merdeka Belajar Kampus Mengajar (MBKM) curriculum evaluation

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ABSTRACT

Curriculum evaluation is an essential aspect in assessing the application of the curriculum in learning, with the development of the MBKM curriculum making learning changes in every tertiary institution. So, it is necessary to have a study related to evaluating the MBKM curriculum. The purpose of this research is to be able to examine the impacts and problems found in the MBKM curriculum. The approach used is qualitative with library study data collection. This study's results show that a positive and good response is received in evaluating the MBKM curriculum. MBKM is considered to be able to develop students' abilities. One of the developing abilities is the self-quality possessed by students. Even so, there are still some things that need to be improved. So far, the problem is that evaluations are mainly carried out summatively. For this reason, it is hoped that there will be improvements related to the MBKM curriculum and assessments using both summative and formative methods because they complement each other.

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ABSTRAK

Evaluasi kurikulum menjadi salah satu aspek penting dalam menilai penerapan kurikulum dalam pembelajaran, dengan perkembangan kurikulum MBKM membuat pembelajaran mengalami perubahan di setiap perguruan tinggi. Sehingga diperlukan adanya kajian berkaitan dengan evaluasi kurikulum MBKM. Tujuan dari penelitian ini adalah untuk dapat mengkaji dampak serta permasalahan yang ditemukan pada kurikulum MBKM. Pendekatan yang digunakan adalah kualitatif dengan pengumpulan data studi kepustakaan. Hasil dari penelitian ini menunjukkan bahwa dalam evaluasi kurikulum MBKM mendapatkan respons yang positif serta baik. MBKM dinilai dapat mengembangkan kemampuan yang dimiliki oleh mahasiswa. Kemampuan yang berkembang juga salah satunya adalah kualitas diri yang dimiliki oleh mahasiswa. Meskipun begitu masih ada beberapa hal yang perlu diperbaiki. Sejauh ini permasalahan yang dihadapi adalah bahwa evaluasi masih banyak dilaksanakan secara sumatif. Untuk itu ke depannya diharapkan terdapat perbaikan kembali berkaitan dengan kurikulum MBKM serta penilaian dengan menggunakan kedua metode yaitu sumatif dan formatif, karena kedua penilaian tersebut saling melengkapi.

Kata Kunci: evaluasi kurikulum; kurikulum; MBKM; Merdeka Belajar Kampus Merdeka.

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INTRODUCTION

Education is an essential part of human development. The aim of education itself is expected to be a way to improve the quality of human resources so that they can compete with other countries (Fitri, 2021). Education cannot stand alone, and it is necessary to have components that support the implementation of education. The educational feature in question is part of the educational process system, which can determine the success of the academic/learning process implemented. Dahniar (2021) explained that in the educational process, it is also necessary to examine further, paying attention to matters related to educators, curriculum, facilities, and infrastructure to the teaching methods that will be applied.

Today, various curriculum developments are also part of the changes in the learning process itself. This is because the curriculum itself is a guideline for educators in implementing learning. This means that in implementing the curriculum, several provisions must be followed, such as when making learning plans, including the use of media, methods, infrastructure, materials, and discussion material (Anas, 2022). The success of curriculum development is also the intervention of educators as learning designers. However, it does not rule out the possibility that some educators are still not optimal in their application. Therefore, it is necessary to carry out a curriculum evaluation that aims to be able to provide an overview of the success of an implementation of the curriculum because without a curriculum, it cannot be known how the conditions of the curriculum were implemented and the results, so with an evaluation educators can review the results obtained to improve and improve the existing curriculum (Suttrisno et al., 2023).

Curriculum evaluation is part of the curriculum management system (Nasbi, 2017). The curriculum is designed starting from the planning, organization, implementation, monitoring, and evaluation stages. Evaluation is carried out to determine the curriculum is condition in its design, implementation and results. Implementation of curriculum evaluation is carried out comprehensively to achieve maximum goals. According to Mubarok et al., (2021) an understanding of the basics of curriculum evaluation can help curriculum developers to design curriculum evaluations that are by relevant theoretical studies. Exploring the basic activities of implementing evaluation in the curriculum as an essential part and interrelated with one another. Of course, this must be considered in planning and compiling curriculum evaluation, which is related to the history of curriculum evaluation development, curriculum evaluation principles, curriculum evaluation aspects, curriculum evaluation objectives, curriculum evaluation concepts/models, and curriculum evaluation functions.

One of the curricula that has been widely discussed is Kurikulum Merdeka Belajar. Merdeka Belajar itself is a new policy program promoted by the Ministry of Education and Culture of the Republic of Indonesia (Kemendikbud RI), which aims to make learning carried out more meaningful and prioritizes the freedom of learning for each individual (Voak et al., 2023). Many programs were carried out at Merdeka Belajar, one of which was Kampus Merdeka, which is a continuation of the program Merdeka Belajar for higher education (Firdaus et al., 2022). Until now, after the implementation of MBKM in tertiary institutions, the MBKM curriculum is still being refined the preparation is left to the respective universities, which

have autonomous matters. In the process, of course, it is adjusted to the needs and readiness of the tertiary institution concerned (Sopiansyah et al., 2022). The MBKM curriculum must be able to facilitate students when carrying out independent learning at other universities so that related questions arise, how is the success of the MBKM curriculum in its application. Based on this, this research will discuss the management of the evaluation of the MBKM curriculum so that it can become a reference for stakeholders and actors in the world of education so that it is maximized and organizational goals can be achieved effectively and efficiently related to the application of the MBKM curriculum.

LITERATURE REVIEW

Curriculum Evaluation

Self-evaluation, as previously described, is part of a management system that starts with planning, organization, implementation, monitoring, and evaluation. Curriculum evaluation is an activity carried out to achieve the goals of education itself, with improvements and updates for the future (Sianturi et al., 2022). Evaluation of this curriculum can cover the entire curriculum or each component, such components as objectives, content, or learning methods (Arofah, 2021). Curriculum evaluation is also intended to assess a curriculum, which is an educational program, in determining efficiency, effectiveness and the relevance of the productivity of the program being implemented (Fatimah, 2021; Hidayat, 2020; Suryana & Pratama, 2018). The results of this evaluation can be a consideration for education policyholders and curriculum developers in implementing education system development policies and curriculum models that have been evaluated (Widodo and Zamzami, 2020).

Aspects of Curriculum Evaluation

Curriculum implementation evaluation is a fast-emerging sub-field of curriculum evaluation. Curriculum evaluation is a functional component of the curriculum system. Curriculum creation, curriculum implementation, and evaluation of the impact of the curriculum system are the three primary responsibilities of the curriculum system. The minimum curriculum emphasizes four areas: curriculum usage assessment, curriculum design, student outcomes, and curriculum systems (Adnan, 2017). The purpose of the evaluation is to restore the effectiveness of the various educational components. Course development selection and organization, course preparation, design and delivery procedures, editorial team coordinating functions, and the impact of instructor-level and teaching conditions should all be evaluated to improve the overall course system.

When and when course evaluation occurs, as well as the importance of course evaluation in the course development process, are frequently discussed topics among course designers. Course evaluation should be conducted at least twice, at the beginning and end of course development, so that it can be measured over a specified period. He believed this should be done consistently across all four stages of the course-building process: setting educational goals, selecting learning experiences, structuring learning experiences, and evaluating learning outcomes. Curriculum development is a process that includes conducting evaluation experiments so that deficiencies can be overcome and better results

can be achieved. Course preparation and design assessments are very challenging and do not adhere to the exact requirements (Alaswati et al., 2016).

Purpose of Curriculum Evaluation

The purpose of curriculum evaluation is to reveal the process of implementing the curriculum in terms of various aspects. The performance indicators evaluated are program effectiveness, efficiency, relevance, and feasibility. This is intended to provide a reference and overview of future programs. Meanwhile, according to Hamdi (2020), curriculum evaluation is held for the following purposes:

1. Program Improvement The role of evaluation, which is more constructive, information on the evaluation results is used as input for the necessary improvements in the curriculum program being developed. Curriculum evaluation is seen as a relevant process, and results to be used as a reference for curriculum development to be implemented.
2. Accountability to Various Parties Curriculum evaluation is a form of report that curriculum developers must account for to the parties concerned, including the government, parents, educational unit implementers, the community, and all parties who directly or indirectly participate in relevant curriculum development.
3. Determination of the follow-up results of the follow-up development results of the curriculum developer can be in the form of answers to two possible questions first, whether or not the new curriculum will be disseminated into the existing system. Second, under what conditions and in what way will the new curriculum be disseminated into the existing system.

Principles of Curriculum Evaluation

The principles of curriculum evaluation, according to Hamalik in Lazwardi (2017), are as follows:

1. Specific goals, meaning that each curriculum evaluation program is directed towards achieving clearly and specifically defined goals.
2. It is objective in the sense that it is based on actual conditions, sourced from data, and is accurately obtained from reliable instruments.
3. Comprehensive, covering all dimensions or aspects contained in the scope of the curriculum.
4. Cooperative and responsible in planning. The implementation and success of a curriculum evaluation program is the responsibility of all parties involved in the education process, such as teachers, principals, supervisors, parents, and even the students themselves, and the main responsibility of research and development institutions.
5. Efficient, especially in the use of time, cost, human resources, and equipment, which are the supporting elements.
6. Continuous. This is necessary given the demands from within and outside the school system, which demand curriculum improvements.

The specific principles of curriculum evaluation, according to [Laksono and Izzulka \(2022\)](#), include principles relating to educational goals, principles relating to the selection of educational content, principles relating to the selection of teaching and learning processes, principles relating to the selection of media and teaching tools, principles relating to the selection of assessment activities.

Concept of Curriculum Evaluation Model

Curriculum evaluation is used to improve curriculum implementation procedures, instructional methods, and their effects on student learning and behavior ([Laksono & Izzulka, 2022](#)). Various evaluation models rely on aspects that prioritize the curriculum implementation process. The evaluation of this model aims to compare the performance of various program dimensions with a number of certain criteria to finally arrive at a description and judgment regarding the strengths and weaknesses of the program being evaluated ([Arofah, 2021](#); [Jamaludin, 2018](#)).

The curriculum evaluation model, according to Kirkpatrick and Scheerens in [Prasetyo and Salabi \(2021\)](#), is divided into four, namely:

1. Measurement

Evaluation is basically intended to reveal differences in individual or group abilities. The results of this curriculum evaluation model are for student follow-up, especially for student selection, educational guidance, and comparison of effectiveness between several educational programs and methods. Learning outcomes focus on learning outcomes, especially in cognitive aspects, particularly those that can be measured with objective and standardized evaluation tools. The type of data collected in this evaluation model is objective data, especially test scores. In this activity, evaluation tends to be carried out in the following ways:

- a. Each student is placed in his group position through the development of group norms in evaluating learning outcomes
- b. Analyze learning outcomes by comparing two or more groups using different teaching programs/methods through quantitative analysis.
- c. In objective form, tests use evaluation techniques that are continuously being developed to produce reliable and valid evaluation tools.

2. Congruence

Evaluation is an examination of conformity or congruence between educational goals and learning outcomes achieved to see how far changes in educational outcomes have occurred. Evaluation results are needed to improve programs and educational guidance and provide information to parties outside of education. The object of evaluation is focused on learning outcomes in the form of cognitive, psychomotor, values, and attitudes. The type of data collected is objective data, especially test scores. In evaluation activities, the following approaches/methods tend to be taken:

- a. Using pre- and post-assessment procedures by taking the following main steps: affirming objectives, developing evaluation tools, and using evaluation results.
- b. Analysis of the evaluation results is carried out section by section.
- c. Evaluation techniques include tests and other evaluation techniques suitable for assessing the various types of behavior embodied in the objectives.
- d. Disagree with holding a comparative evaluation between two or more programs.

3. Illumination

Evaluation is basically a study of program implementation, the influence of environmental factors, the virtues and weaknesses of the program, and the program's influence on the development of learning outcomes. Evaluation is based more on judgment (consideration) whose results are needed for program improvement. The object of the evaluation includes the background and development of the program, the implementation process, learning outcomes, and the difficulties experienced. The type of data collected is generally subjective data (judgment data). In evaluation activities, the following approaches/methods tend to be taken:

- a. Using a procedure called progressive focusing with the main steps: orientation, more directed observation, and cause-and-effect analysis.
- b. It is qualitative-open and flexible-eclectic.
- c. Evaluation techniques include observation, interviews, questionnaires, document analysis, and, if necessary, tests.

4. Educational System Evaluation

Evaluation is a comparison between each program dimension's performance and criteria, which will end with a description and judgment. Evaluation results are needed to improve the program and conclude overall program results. Evaluation objects include inputs (materials, plans, equipment), processes, and results achieved in a broader sense. The data collection type includes objective and subjective data (judgment data). In evaluation activities, the following approaches/methods tend to be taken:

- a. Comparing the performance of each program dimension with internal criteria.
- b. Comparing program performance using criteria.
- c. External, namely the performance of other programs.
- d. Evaluation techniques include tests, observations, interviews, questionnaires, and document analysis.

Curriculum Evaluation Function

Evaluation is very important in formal education because it provides information to teachers about the value of their performance during the teaching process and allows curriculum writers to plan curriculum improvements based on the information set and submitted to the system (Moha, 2021). To enable curriculum evaluation to fulfill its role and value in curriculum development, the following four conditions must be avoided:

1. If the course design does not include an assessment design, the design need not be applied.
2. Does the evaluation procedure deviate from the purpose of the evaluation. If you ignore existing judgments and judgments.
3. Evaluation is often used as a technique for students, which is supposed to actually increase their self-esteem.

METHODS

The research approach used in this article is a qualitative approach and involves a collection of information from various sources, so the data in this study were collected through library research methods (Nassaji, 2015). Library research was carried out by reviewing various literary literature, both in the form of books, journals, websites, and reports on the results of previous research, which focused on disclosing supervision and evaluation of education in the independent learning policy.

RESULT AND DISCUSSION

Curriculum evaluation aims to determine the extent to which students are able to find their goals. Evaluation implementation is sometimes influenced by the teacher's subjective factors. If this happens, the evaluation results cannot describe the actual situation of the results achieved. Thus, if it is desired that the results of the evaluation can tell the real situation of learning outcomes or curriculum outcomes, the evaluation needs to be carried out objectively (Hamdi, 2020). For this reason, an evaluation of the MBKM curriculum is important so that it can be seen how the evaluation impacts students and the problems they face.

Evaluation of the Impact of Merdeka Belajar Kampus Merdeka on Students

In research conducted by Mulyana et al., (2022), which discussed the impact of MBKM in the field of aquaculture studies, it was stated that learning activities outside the study program chosen by aquaculture students were humanism projects (42.86%), student exchanges (28, 57%), apprenticeship/work practice (14.28) and entrepreneurial activity (14.28%). In humanitarian projects, students with a young soul, scientific competence, and high social interest can become 'foot soldiers' in humanism and other development projects in Indonesia and abroad. Several forms of learning activities that can be carried out within the framework of student exchange are student exchanges between study programs at the same tertiary institution. In addition, there are student exchange programs in the same study program at different tertiary institutions. There are also student exchanges between various study programs in tertiary institutions. Through the internship program, students can experience exclusive experiences in the world of work. In general, equalizing the weight of apprenticeships or work practices can be grouped into two forms (Rosadi et al., 2023). The challenge for aquaculture students and the study program's concern is the limited information students receive about the Free Learning-Independent Campus (MBKM) policy. This is known from the opinion of aquaculture

students who think that there is still little gossip about the MBKM policy (71.43%). It can be concluded that the Aquaculture student version of MBKM activities, among others, for tertiary institutions is following the needs of graduates in the future (85.71%) (Mulyana, 2022).

Based on the research results in the journal Implementation of Kurikulum Merdeka Belajar Kampus Merdeka (MBKM) in the Chemistry Study Program at Nusa Bangsa University in 2022. It is known that the MBKM curriculum evaluation survey includes conformity with graduate learning outcomes, relevance of courses taken by students to the chosen MBKM program, requirements to take part in the MBKM program, as well as an assessment of the competence of students who carry out the MBKM program at partners' places. The selection of MBKM work partners follows the learning outcomes of graduates according to lecturers in the Chemistry Study Program. According to most students, the courses taken in the Chemistry Study Program have supported implementing the MBKM activities. More than 50% of students agree that the requirements to participate in the MBKM program are following student abilities. However, there were 0.45% who did not agree, this might be the lack of understanding of the students regarding the conditions for participating in the MBKM program or being able to because they really could not meet these requirements (Wardhani, 2022).

Meanwhile, research conducted by Sahertian et al., (2022) stated that the implementation of MBKM itself had a positive impact, although there are still things that need to be improved in the future. The implementation carried out is using the Team-Based Project and Case Method methods. In the application of this method, further understanding is still needed regarding the method applied from the educator's side to the student's side, so it is necessary to hold workshops for technical guidance regarding learning related to these methods. It is further stated that the MBKM program can provide opportunities for students to improve skills such as Creativity Skills, Critical Thinking Skills, Communication Skills, and Collaboration Skills (4C) to become even better graduates in the future.

It differs from the research conducted by Arsyad and Widuhung (2022), which also gave a positive response regarding implementing MBKM. The impact given is closely related to the quality possessed by students. The quality in question includes increasing knowledge, experience, understanding, creativity, relationships, and adaptability to problem-solving. This is supported by various projects that are also completed by students based on problems that occur around them (Purnomo et al., 2023), so that the MBKM curriculum is considered feasible to be continued and improved again. This is also supported by research conducted by Pohan and Kisman (2022), which states that the MBKM curriculum and activities carried out related to MBKM have a good impact in increasing additional competencies and broadening perspectives in solving future problems. Even so, there are also negative impacts related to concerns that there will be additional costs in implementing MBKM activities. Even so, students remained enthusiastic about participating in MBKM activities.

To achieve successful implementation of the MBKM policy in tertiary institutions, it is necessary to have the courage to change the mindset and approach of a rigid content-based curriculum to a flexible and adaptive learning outcomes-based curriculum for students (Rahardja et al., 2022). So that the adjustment of the curriculum by each tertiary

institution to the study program is highly prioritized, this adjustment was carried out one way by growing the MBKM-based study program curriculum and movement program (Antoni et al., 2022).

Problems of Learning Evaluation in the Merdeka Belajar Era

The teacher's failure in evaluating can be seen by the loss of the educator in assessing. Another problem in learning evaluation is that the evaluation technique in an educational institution is very monotonous, in the form of written tests, oral tests, and portfolios. The reason is due to the teacher's lack of understanding regarding evaluation, including in the learning process sometimes educators are not proficient at certain things because they are not good at other things (Bahri, 2023).

The evaluation so far has been limited to a summative evaluation. In fact, the existing evaluation models, namely formative and summative, both complement each other to improve educational programs. Formative evaluation is carried out on a system still under development, while a summative evaluation is carried out after the system has finished testing and perfecting. Thus, it is fitting for the teacher to start making changes. Evaluations carried out must include formative and summative evaluations, assessments carried out when the learning system is still under development, and the completion of the system has been completed through testing and refinement (Ariyanti, 2022; Bahri, 2023).

CONCLUSION

Curriculum evaluation plays an essential role in both general education policy decisions and curriculum decision-making. The results of curriculum evaluation can be used by education policymakers and curriculum owners to select and determine policies for the development of the education system and the curriculum model used. Evaluation of the MBKM curriculum has so far received a positive response from students, even so, there are still things that need to be improved in order to maximize the MBKM curriculum. Development is also needed in the MBKM curriculum so that it can be more adaptive in learning carried out by students. For this reason, further research can emphasize more on solutions and ways that can be done to improve the MBKM curriculum. Training and workshops can be an option to create better MBKM goals in the future as well as redevelop the evaluation carried out.

AUTHOR'S NOTE

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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