



Literature review: Evaluation of the Kurikulum Merdeka using the CIPP model

Muhamad Kosim Gifari¹, Zainal Arifin²

^{1,2}Universitas Pendidikan Indonesia, Kota Bandung, Indonesia
mkgifari@upi.edu¹, zainalarifin.tp@upi.edu²

ABSTRACT

Indonesia's participation in the Programme for International Students Assessment (PISA) showed unsatisfactory results, with reading, math, and science proficiency ranked in the bottom 10 out of 79 participating countries. This problem encourages academics in Indonesia to find solutions to improve the quality of education. The government developed the Kurikulum 2013 into the Kurikulum Merdeka to adapt to global developments. The Kurikulum Merdeka is expected to develop students' potential and abilities through critical, quality, expressive, applicative, varied, and progressive learning. Curriculum evaluation is needed to determine the value and meaning of the Kurikulum Merdeka implemented nationally. This study uses the literature review method to evaluate the Kurikulum Merdeka using the Context, Input, Process, and Product (CIPP) model. The results of the evaluation show that the Kurikulum Merdeka has achieved several levels of success in meeting the needs of students, teachers, and the community. The main findings include success in the internship program for vocational school students, Project-Based Learning at Madrasah Ibtidaiyah Yogyakarta, and early childhood art learning. However, challenges such as the availability of resources and facilities, the need to develop evaluation instruments, and educational staff training need to be addressed for future improvement. These evaluations provide recommendations such as increased cooperation between educational institutions and industry and increased training for educational staff.

ARTICLE INFO

Article History:

Received: 12 Jun 2024

Revised: 13 Aug 2024

Accepted: 15 Aug 2024

Available online: 30 Aug 2024

Publish: 30 Aug 2024

Keyword:

CIPP model; curriculum evaluation; Kurikulum Merdeka

Open access

Inovasi Kurikulum is a peer-reviewed open-access journal.

ABSTRAK

Partisipasi Indonesia dalam Programme for International Students Assessment (PISA) menunjukkan hasil yang kurang memuaskan, dengan peringkat kemampuan membaca, matematika, dan sains berada di 10 terbawah dari 79 negara peserta. Masalah ini mendorong akademisi di Indonesia untuk mencari solusi guna meningkatkan kualitas pendidikan. Untuk menyesuaikan dengan perkembangan global, pemerintah mengembangkan Kurikulum 2013 menjadi Kurikulum Merdeka. Kurikulum Merdeka diharapkan dapat mengembangkan potensi dan kemampuan siswa melalui pembelajaran yang kritis, berkualitas, ekspresif, aplikatif, variatif, dan progresif. Evaluasi kurikulum diperlukan untuk memperoleh informasi dari nilai dan arti kurikulum merdeka yang telah diimplementasikan secara nasional. Penelitian ini menggunakan metode literature review untuk mengkaji evaluasi Kurikulum Merdeka menggunakan model Context, Input, Process, dan Product (CIPP). Hasil evaluasi menunjukkan bahwa Kurikulum Merdeka telah mencapai beberapa tingkat kesuksesan dalam memenuhi kebutuhan siswa, guru, dan masyarakat. Temuan utama mencakup keberhasilan dalam program magang siswa SMK, pembelajaran berbasis Project Based Learning di Madrasah Ibtidaiyah Yogyakarta, dan pembelajaran seni anak usia dini. Namun, tantangan seperti ketersediaan sumber daya dan fasilitas, serta perlunya pengembangan instrumen evaluasi dan pelatihan staf pendidikan, perlu diatasi untuk perbaikan di masa depan. Evaluasi ini memberikan rekomendasi seperti peningkatan kerjasama antara institusi pendidikan dan industri, serta peningkatan pelatihan untuk staf pendidikan.

Kata Kunci: evaluasi kurikulum; kurikulum Merdeka; model CIPP

How to cite (APA 7)

Gifari, M. K., & Arifin, Z. (2024). Literature review: Evaluation of the Kurikulum Merdeka using the CIPP model. *Inovasi Kurikulum*, 21(3), 1747-1762.

Peer review

This article has been peer-reviewed through the journal's standard double-blind peer review, where both the reviewers and authors are anonymised during review.

Copyright



2024, Muhamad Kosim Gifari, Zainal Arifin. This an open-access is article distributed under the terms of the Creative Commons Attribution-ShareAlike 4.0 International (CC BY-SA 4.0) <https://creativecommons.org/licenses/by-sa/4.0/>, which permits unrestricted use, distribution, and reproduction in any medium, provided the original author, and source are credited. *Corresponding author: mkgifari@upi.edu

INTRODUCTION

The results of Indonesia's Programme for International Student Assessment (PISA) in 2022 have decreased from that of PISA in 2018 and are the lowest during Indonesia's participation in PISA since 2001. PISA has conducted measurement programs for literacy, numeracy, and science students aged 15 (Rosnelli & Ristiana, 2023). Average 2022 results were down compared to 2018 in mathematics, reading, and science. Based on the "Results (Volume I): The State of Learning and Equity in Education, PISA" the results of Indonesia's PISA in 2022 are among the lowest ever measured by PISA in all three subjects, on par with results observed in 2003 in reading and mathematics, and in 2006 in science (see Figure 1).

Indonesia

Score points

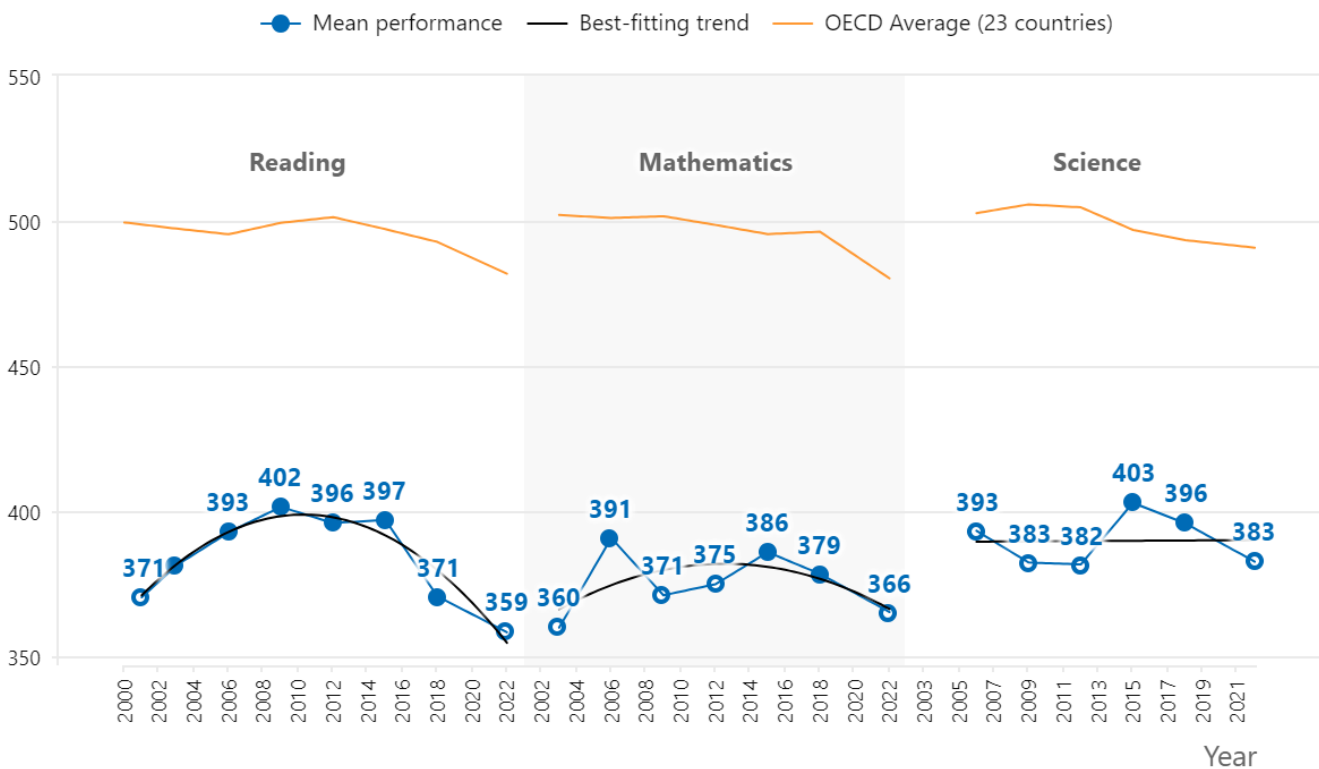


Figure 1. Trends in performance in mathematics, reading, and science about Indonesia's results of PISA
 Source: OECD, PISA 2022 Database, Tables I.B1.5.4, I.B1.5.5 and I.B1.5.6.

This serious problem needs to be solved by all academics in Indonesia to improve the quality of education in this country. Various studies conducted by the government have identified two main factors that affect the quality of education in Indonesia: internal and external (Ismanto et al., 2022). Internal factors include aspects within students, such as learning motivation, competitive nature, and resilience. High motivation, a healthy competitive nature, and strong resilience contribute to better academic achievement. Meanwhile, external factors include the learning environment and various resources available to support the learning process, such as a supportive learning environment, access to learning resources, innovative learning media, and adequate learning facilities. A positive learning environment, adequate resources, effective learning media, and good facilities significantly improve education quality. Therefore, to improve the results of PISA Indonesia, comprehensive efforts are needed, which include increasing student learning motivation and resilience, improving the learning environment, and providing adequate resources.

Cooperation between the government, schools, teachers, and families is urgently needed to create an educational ecosystem to support students in reaching their maximum potential.

The educational process involves various elements of interest to increase the expected results. Teachers have a role as facilitators who make innovations in the learning process so that students can follow the learning process with their entire motivation. For teachers, lacking motivation has long been one of the most frustrating obstacles to student learning. Students' learning is influenced by motivation. Though students are born with the natural ability to learn, much depends on teachers' involvement (Johnson, 2017). Sometimes, students' energy, drive, and enthusiasm for a subject or task may wane, requiring continued reinforcement through external support (Johnson, 2017). On the other hand, the government has a role in making policies supporting progress in the education process. In terms of keeping up with global developments and adjusting to the needs of students in this era, the government is developing the national curriculum, which was initially the Kurikulum 2013, to become Kurikulum Merdeka.

The implementation of the Kurikulum Merdeka is expected to allow students to develop according to their potential and abilities so that the implementation of the Kurikulum Merdeka gets critical, quality, expressive, applicative, variation, and progressive learning. "As well as the change in this new curriculum, cooperation, strong commitment, seriousness and real implementation from all parties are needed, so that the Profil Pelajar Pancasila can be embedded in students" (Aransyah et al., 2023). The Kurikulum Merdeka aims to optimize the spread of education in Indonesia with diverse intracurricular learning (Inayati, 2022). Kurikulum Merdeka could improve student numeracy and literacy. The Kurikulum Merdeka is an alternative to learning to ease the learning burden and focus teacher efforts on strengthening essential literacy and numeracy competencies (Aliyyah et al., 2023).

Through the Kurikulum Merdeka, the government initiated the independent learning program. The government prepares and implements a policy of independent learning education. Freedom of learning is an educational process that provides flexibility for teachers and students to learn and develop it following various potentials in students so that knowledge, skills, and attitudes can be achieved by associating with the environment and culture (Jacub et al., 2020). Independent learning aims to make learning fun and provide skill outputs according to students' potential (Rahmah et al., 2023). It is hoped that the policy of independent learning will be a tip to improve the quality of Indonesian education. One of the teachers' efforts in independent learning is to present learning with various learning models tailored to the potential and motivation of their students.

The Kurikulum Merdeka is an educational initiative in Indonesia designed to provide greater flexibility and freedom in the learning process. This curriculum aims to adapt education to the needs and potential of each student, as well as to face challenges and changing times. By giving more autonomy to schools and teachers, the Kurikulum Merdeka allows them to develop and implement more relevant and contextual learning programs. The main focus of this curriculum is the development of essential competencies and 21st-century skills such as critical thinking, creativity, communication, and collaboration, as well as the integration of character education. A student-centered, contextual, inclusive, and adaptive approach are the fundamental principles that underpin this curriculum. In addition, the Kurikulum Merdeka also integrates technology into learning and involves parents and the community in the educational process. While it offers many advantages, such as increased student engagement and encouraging innovation in teaching, implementing this curriculum also faces challenges, including equal access and adequate teacher training. With a more holistic approach, the Kurikulum Merdeka is expected to produce a generation that excels academically and has relevant character and skills for the future.

The curriculum is used as a guide in implementing education at each level of the educational unit (Khusniah et al., 2022). A good curriculum is designed following the expected targets and pays attention to the needs of students and national development (Sunarni & Karyono, 2023; Wulandari et al., 2024). The Kurikulum Merdeka is designed so that education can adjust to the needs of students and national

development. Evaluation of the curriculum is necessary to maximize the expected targets. Curriculum evaluation is needed to determine the value and meaning of the Kurikulum Merdeka implemented nationally.

One evaluation model that supports a program's sustainability is the *Context, Input, Process, and Product* (CIPP) model. The CIPP model was created in the 1960s by Daniel Stufflebeam and is considered a decision-oriented model that systematically collects information about a program to identify strengths and limitations in content or delivery, to improve program effectiveness or plan for the future of a program (Nehe et al., 2024; Zhang et al., 2011). Evaluation with the CIPP model encourages continuous reflection and improvement. Each evaluation component provides feedback that can be used to continuously improve and develop the curriculum, thus ensuring long-term relevance and effectiveness. The CIPP model offers a comprehensive evaluation of all aspects of curriculum implementation. Kellaghan and Stufflebeam, in *“International Handbook of Educational Evaluation. The Netherlands: Kluwer Academic Publishers”* state that the CIPP model is designed to provide a thorough evaluation by focusing on context, inputs, processes, and products, offering feedback for continuous curriculum improvement and this method ensures that curriculum implementation meets educational goals and student needs effectively. By evaluating context, inputs, processes, and products, this model allows for a thorough analysis that covers all stages and components of the Kurikulum Merdeka. Kurikulum Merdeka Evaluation can be carried out thoroughly and systematically, ensuring that every aspect of curriculum implementation is carefully analyzed and evaluated. This helps to ensure that the Merdeka curriculum is genuinely effective in meeting students' educational goals and needs.

Context evaluation helps to understand the background, needs, and educational goals in implementing the Kurikulum Merdeka. This is important to ensure that the curriculum is appropriate to local conditions and student needs and relevant to the times. This social systems approach fosters an understanding and connection among service providers, community partners, and other stakeholders and can effectively promote the long-term sustainability of a service-learning project (Zhang et al., 2011). Stufflebeam & Shinkfield in *“Evaluation theory, models, & applications”* state that the CIPP evaluation model is configured primarily to enable and guide comprehensive, systematic examination of social and educational projects in the dynamic, septic conditions of the real world. By evaluating inputs, the CIPP model assesses the resources, strategies, and planning used in implementing the Kurikulum Merdeka. This includes human resources, teaching materials, facilities, and other support necessary for effective implementation.

Evaluation of the process monitors the direct implementation of the curriculum. This allows for assessing how plans and strategies are implemented in the field, including teaching methods, student engagement, and teacher training effectiveness. This helps identify issues or bottlenecks in implementation and provides opportunities for improvement. Product evaluation assesses the result of implementing the Kurikulum Merdeka, including the achievement of student competencies, character development, and the overall impact on the quality of education. This provides an overview of the effectiveness of the curriculum in achieving the desired educational goals. The CIPP evaluation model has been used in education settings to evaluate numerous educational projects and entities (Zhang et al., 2008).

The CIPP model is flexible and can be adapted to various contexts and needs. This allows for specific and relevant evaluations of different school conditions and student groups, which is especially important in the context of the diverse Merdeka curriculum. The CIPP model provides data and information that can be used for better decision-making. By understanding the strengths and weaknesses of curriculum implementation, stakeholders can make more informed decisions to improve the curriculum and learning process. By systematically collecting data from various aspects, the CIPP model provides strong empirical evidence to evaluate successes and areas that need improvement in the Kurikulum Merdeka. This is important for the development of evidence-based and sustainable curricula. This research will provide

insights into how the CIPP model can effectively evaluate the Kurikulum Merdeka, provide valuable data for decision-making, and assist in developing evidence-based and sustainable curricula.

LITERATURE REVIEW

Kurikulum Merdeka

Implementing a Kurikulum Merdeka allows teachers to manage the learning process and choose various teaching tools to tailor learning to students' needs and interests (Rosnelli & Ristiana, 2023). Ministry of Education and Culture of the Republic of Indonesia explains that the Kurikulum Merdeka is a curriculum that has been implemented since February 2022 during the COVID-19 pandemic given a diverse and optimal extracurricular learning design so that students have enough time to explore concepts and strengthen competencies. The implementation of the Kurikulum Merdeka is a crucial educational transformation strategy designed to address the learning crisis in Indonesia. However, in Indonesia, the adoption rate of the Independent Rojab in SINDONews the curriculum remains relatively low, with only around 140,000 educational institutions having implemented it (link access: <https://edukasi.sindonews.com/read/768415/212/mendikbudristek-sebut-140000-satuanpendidikan-terapkan-kurikulum-merdeka-1652432751>). The Kurikulum Merdeka is based on student centered-based learning (Aliyyah et al., 2023). The theories show that the Kurikulum Merdeka offers much potential to improve the quality of education through flexibility, varied learning tools, diverse learning designs, and a student-centered approach. However, the success of its implementation is highly dependent on the readiness and competence of teachers, as well as support from various parties, including the government and the community.

Wahyudin et al., in the book entitled "*Kajian Akademik Kurikulum Merdeka*" state that Kurikulum Merdeka aims to realize meaningful and effective learning in increasing faith, piety to God Almighty, and noble morals as well as developing students' creation, taste, and karsa as lifelong learners with Pancasila character. In this case, the concept of lifelong learners with Pancasila character is embodied or described in the Profil Pelajar Pancasila. The formulation of the Profil Pelajar Pancasila is based on consideration of changes in the global context that must be responded to, including related to the world of work, social, cultural, and political changes, and the existence of national interests related to the nation's culture, nationalism, and the national development agenda which is the mandate of the 1945 Constitution and Pancasila. This goal thus directs that education can prepare students to become Indonesian citizens and world citizens who can maintain and develop the nation's cultural heritage and are encouraged to actively contribute to advancing welfare in the national and global scope.

This goal manifests as more measurable behavior in the Profil Pelajar Pancasila. Wahyudin et al. state that the term "student" or learner used in naming profiles is a representation of all individuals who are learning, so it is expected to be a guide for the direction of competence not only for students but also for various elements involved and stakeholders in the world of education. The Profil Pelajar Pancasila is formulated as "Indonesian students are lifelong learners who are competent, have character, and behave following Pancasila values". Based on the urgency and the nature of knowledge and skills that need to be built in Indonesian students, 6 (six) dimensions of the profile are formulated, all of which must be built together in each Indonesian student. The six dimensions of Profil Pelajar Pancasila are 1) Faith, fear of God Almighty, and noble character, 2) cooperation, 3) Critical reasoning, 4) Global diversity, 5) Independence, and 6) Creative. Profil Pelajar Pancasila builds character and abilities reflected in students' lives through the culture in the education unit (Prastoyo & Elvi, 2023). They also stated that strengthening the Profil Pelajar Pancasila strengthens character and encourages learning to instill Pancasila values.

The six dimensions are interrelated with each other and do not stand alone. Furthermore, in each dimension of the Profil Pelajar Pancasila, elements and subelements are formulated. Elements and

subelements are constructs or behaviors that indicate each dimension's achievement. Each construct has a development flow from the age of PAUD students to high school/vocational school. Wahyudin et al." state that the dimensions, elements, and subelements of the Profil Pelajar Pancasila are formulated from the identification of keywords and phrases used in formulating educational goals, educational visions, as well as characters, values, and competencies stated in several references. The dimension of the Profil Pelajar Pancasila is integrated into learning in at least three ways, namely 1) as subject matter in extracurricular activities; 2) as a learning experience or teaching strategy used by teachers; and 3) as a project of co-curricular activities. The dimension of the Profil Pelajar Pancasila also needs to be built through a conducive learning environment.

Principles of Kurikulum Merdeka Design

Wahyudin et al. state that there are many principles of curriculum design, but to make it easier to understand in the context of the Kurikulum Merdeka, there are 3 (three) principles of designing the Kurikulum Merdeka that have been formulated, namely: 1) ensuring and supporting the development of competencies and character; 2) being flexible; and 3) focusing on essential content, to develop students' creation, taste, and karsa as lifelong learners with Pancasila character, the Kurikulum Merdeka is directed to be developed as a curriculum that can ensure and support the development of students' competencies and character. In this case, competence and character are complementary, not separate. Although learning certain materials or skills can be separated into specific subjects and learning activities, the main goal is to form a whole person with specific competencies and characteristics.

Curriculum development must be flexible, namely giving flexibility to educational units and educators to adapt, increase the richness of subject matter, and align the curriculum with the characteristics of students, the vision and mission of the educational unit, as well as local culture and wisdom. Wahyudin et al. explain that this flexibility is needed so that the curriculum students learn is always relevant to environmental dynamics, contemporary issues, and learning needs. A similar strategy is applied in the design of the Kurikulum Merdeka. Technical instructions are starting to be replaced by guides that focus more on less technical implementation principles. The guidelines are also designed so that they do not direct teachers to follow one way the Central Government conveys. In addition to the guide, various examples of products related to learning are also provided. For example, examples of learning objectives flow, teaching modules, and project modules to strengthen the Profil Pelajar Pancasila. This aims to assist teachers in the implementation of the curriculum. The examples of hope are not understood as something to be followed but rather as an inspiration for teachers to develop according to their context. There is also more than one example, so it does not give the impression that education units and teachers throughout Indonesia need to follow this one example. Thus, the flexibility of the curriculum will be more evident to education units and teachers.

Focusing on essential content also means that the curriculum must be simple. When focusing on essential content, the first thing is to reduce curriculum materials or content, which is also in line with the direction of curriculum reform in many countries. Wahyudin et al. state that by studying the problem of curriculum density in various contexts, curriculum design focuses on competencies and character without increasing the burden of subject matter or students' learning time. The strategy chosen is to adjust the curriculum structure. In the Kurikulum Merdeka, the curriculum structure is divided into two main components: intracurricular learning, which is usually subject-based, and co-curricular learning through projects aimed at achieving general competencies formulated in the Profil Pelajar Pancasila. Another strategy is simplifying the curriculum structure's competencies and essential materials. Students need to recognize the issues around them that can affect their lives and be influenced by their actions, such as climate change, the need for financial literacy, the need for a healthier and more conscious lifestyle, and so on.

Learning Characteristics of the Kurikulum Merdeka

The orientation of the Kurikulum Merdeka emphasizes understanding and implementation that assessment is not a separate thing from the learning process. Assessment is an inseparable part of the learning process. It is carried out from the beginning before the learning begins, throughout the learning process, until the end of the learning period in a specific learning period. Wahyudin et al. state that, about the constructivist paradigm in education, learning is understood as a continuous construction and reconstruction process for students who experience the learning process. In this case, there is a learning process, namely learning new things, relearning, reinforcing what has been learned before, and unlearning, correcting students' understanding of what has been understood before. There are 4 (four) learning characteristics of the Kurikulum Merdeka as follows: 1) Utilizing the initial, process, and final assessments to understand the learning needs and development of the learning process of students; 2) Using an understanding of learners' needs and positions to make learning adjustments; 3) Prioritizing the learning progress of students over the scope and completeness of the curriculum content delivered; and 4) Based on reflection on the learning progress of students carried out collaboratively with other educators.

Implementation of the Kurikulum Merdeka

Wahyudin et al. state that the Kurikulum Merdeka seeks to apply the constructivist learning theory. According to this theory, students are active learners who construct their knowledge through interaction and authentic experiences. In terms of curriculum implementation, teachers also need to be allowed to learn using the same approach, namely through the experience of using the Kurikulum Merdeka. They also need to learn through observations and narratives from fellow teachers who apply the curriculum in different contexts and from teachers and educational units that have implemented it first. Thus, the learning process to implement the curriculum is not only through socialization and formal training from the government (top-down) but also needs a more constructive approach. This will change the traditional curriculum implementation commonly applied in Indonesia, which uses a top-down approach.

Evaluation of the CIPP model

Evaluation is central to all improvements, whether related to the quality of education or the efficient functioning of a school (Aziz et al., 2018). Evaluation in education has an essential meaning in the teaching and learning process, following the general purpose of evaluation. In formal education, evaluation has a crucial role (Agus et al., 2019). With evaluation, teachers can find out the value and meaning of their performance during the teaching and learning process and the importance of evaluation in learning (Iskandar, 2020). It involves determining the extent to which objectives are achieved. Product evaluation focuses on assessing how well a student is learning within a specific context and the extent to which objectives are met (Asadi et al., 2016). In contrast, process evaluation involves examining the experiences and activities organized within the learning environment. Arifin, in his book entitled "*Evaluasi Pembelajaran: Prinsip, Teknik, dan Prosedur*" states that the curriculum is one of the education programs that need to be evaluated in the curriculum. There are components regarding teaching, the learning process, learning objectives, and others. In education, "evaluation" refers to activities related to curriculum, programs, interventions, teaching methods, and organizational factors. In curriculum development, evaluation can provide information for curriculum improvement planning to be determined and incorporated into the system (Iskandar & Putri, 2020). One of the evaluation models that can be used is the CIPP model. In the curriculum context, the CIPP evaluation model can be used to assess how effective and appropriate the curriculum is with predetermined goals and expectations (Syamsiar et al., 2023).

Various aspects of the curriculum can be assessed comprehensively, providing a deeper understanding of the strengths and weaknesses in planning, implementation, and learning outcomes by the CIPP model (Mubai et al., 2021).

Kellaghan and Stufflebeam, in *“International Handbook of Educational Evaluation. The Netherlands: Kluwer Academic Publishers”* state that the CIPP Evaluation Model is a comprehensive framework for guiding the evaluation of programs, projects, personnel, products, institutions, and evaluation systems. The CIPP model essentially offers a highly systematic approach to examining various aspects of the curriculum development process (Patil & Kalekar, 2014). This model was developed in the late 1960s to improve and achieve accountability of school programs in the U.S., with the primary goal of improving teaching and learning in urban school districts in inner-city areas. Over time, this model has continued to be developed and applied to educational programs inside and outside the U.S. In addition, this model has been adapted and used in philanthropy, social programs, health professions, business, construction, and the military. This model is used internally by schools, school districts, universities, charitable foundations, businesses, government agencies, and other organizations, by a contracted external evaluator, and by individual teachers, educational administrators, and other professionals who want to assess and improve their services.

The basic theme of this model is that the most essential purpose of evaluation is not to prove but to improve. As per the letter in the acronym CIPP, the core concept of this model is the evaluation of context, inputs, processes, and products. Using these four types of evaluations, the evaluator performs several essential functions. Stufflebeam and Shinkfield in *“Evaluation Theory, Models, and Applications”* state that the CIPP evaluation model is configured primarily to enable and guide comprehensive, systematic examination of social and educational projects in the dynamic, septic conditions of the real world. The CIPP evaluation model has been used in education settings to evaluate numerous educational projects and entities (Zhang et al., 2008).

The CIPP Evaluation Model provides a flexible and comprehensive framework for evaluating educational and social programs. With a focus on evaluating context, inputs, processes, and products, this model aids in identifying needs, planning effective strategies, monitoring implementation, and assessing the result. Using the CIPP model can help stakeholders make better decisions and support the development of evidence-based and sustainable curricula. The outcomes are then compared with objectives, weaknesses are identified, and necessary changes are implemented to enhance the quality of education (Tokmak et al., 2013). One of the key advantages of the CIPP model is its usefulness and simplicity in aiding evaluators in generating crucial questions for the evaluation process (Hakan & Sevan, 2011). Evaluators can develop numerous questions for each component of the CIPP model.

METHODS

This study utilizes the literature review method to assess the Kurikulum Merdeka through the lens of the CIPP model. The literature review method entails gathering and analyzing pertinent literature to address the research inquiries. Literature reviews represent the most effective approach for amalgamating research findings to furnish meta-level evidence and pinpoint areas necessitating further investigation, pivotal for constructing theoretical frameworks and conceptual models. Researchers pinpoint trends, significant discoveries, and voids in the current literature. The crucial fundamental steps in executing a literature review encompass four stages (Snyder, 2019): 1) Initiating a review, commencing with formulating the essential research questions; 2) Executing the review, conducting literature searches via an academic database. The identified literature is then curated and organized based on relevance and quality, with each article downloaded and archived for further scrutiny; 3) Analysis, undertaken by a thorough examination of each selected article, documenting principal discoveries, employed

methodologies, and study conclusions; and 4) Drafting a review grounded on analysis outcomes. This amalgamation entails categorizing findings based on recurring themes and trends in the literature.

The stages of literature review in this study follow the four stages mentioned above with the following steps: 1) The researcher determines the research question. This study's inquiries involve evaluating the Kurikulum Merdeka using the CIPP model; 2) The next step is to conduct a literature search through Harzing's Publish or Perish and download several articles relevant to the focus of the research for further study. In this study, an education database was utilized, employing keywords related to literature reviews concerning the Kurikulum Merdeka and CIPP model evaluation, with publication criteria post-2015. Then, eight articles were analyzed in this study; 3) After collecting several articles, the researcher analyzed them and annotated them; 4) In this study, after comprehensive article analysis, key findings were amalgamated to evaluate the Kurikulum Merdeka employing the CIPP model comprehensively.

RESULTS AND DISCUSSION

Results

Table 1. Literature Review

No	Title	Author	Methods	Results
1.	Efektivitas Program Magang Siswa SMK di Kota Serang Dengan Menggunakan Metode CIPP di Era Adaptasi New Normal Pandemi Covid-19	Sudaryono, Elmanda, V., Purba, A. E., Ayu Sanjaya, Y. P., & Julianingsih, D.	Mixed Methods	The results showed that the implementation of the internship program, starting from context, input, process, to product, showed a good category, so this program is still worth continuing. In the future, the Head of SMK can motivate students regarding all elements of the internship program so that the program's quality is in line with the objectives of National Education in improving the quality of reliable and ready-to-use human resources.
2.	Analysis of Evaluation of Project-Based Learning in the Kurikulum Merdeka at Madrasah Ibtidayah Yogyakarta	Rahmah, Hamida, H. R., Rohmaniyah, A. & Larasati, N. J.	Qualitative method	The results show that evaluating learning with project-based learning methods using teacher observation and written evaluation is straightforward and reasonable. The evaluation of learning with the project-based learning method in Madrasah Ibtidayah Yogyakarta has met the assessment standards determined in MBKM and the standards determined by the school. MBKM-based learning using project-based learning is an effective approach to developing 21st-century skills. Evaluation of learning with this method has also been running well in Madrasah Ibtidayah Yogyakarta.
3.	Evaluasi Kurikulum Merdeka Tahun 2022 Mata Pelajaran Pendidikan Jasmani Olahraga dan Kesehatan	Sudrahat, K. M., Muhtar, T. & Susilawati, D.	Qualitative method	The results of this study show that the obstacles faced by schools can be anticipated with solutions such as training, equalizing paradigms, and consistency. In the implementation of the Kurikulum 2013, in PJOK lessons, there are not too many changes from the previous curriculum. Various

No	Title	Author	Methods	Results
				obstacles certainly exist, and evaluation can be used to implement a Kurikulum Merdeka. The Kurikulum Merdeka is a refinement of the previous curriculum. However, what distinguishes this Kurikulum Merdeka is different projects in each subject that make learning more fun and participatory. Participatory.
4.	Evaluasi CIPP pada Pembelajaran Seni Anak Usia Dini.	Ma'arif, M., Kamali, A. S., & Jannah, R.	Qualitative method	The results show that the art learning process integrated with learning themes demonstrates a holistic and creative approach and can contribute positively to learners' development in various areas. Although challenges arise in the art teaching skills of ECD teachers, efforts to improve skills through training and collaboration between teachers are expected to level the art learning playing field in all ECD schools.
5.	AITPO (Antecedent, Input, Transaction, Product, Outcomes): Mixed Model Evaluasi Cipp Dan Countenance Sebagai Pendekatan Evaluasi Program Kampus Mengajar	Bhakt, Y. B., Tola, B. & Triana, D. D.	Literature review method	The AITPO (Antecedent, Input, Action, Product, Outcomes) evaluation model combines the CIPP and Countenance models, a complementary approach to evaluating the Kampus Mengajar Program. The results show that combining the two models will provide a comprehensive and in-depth evaluation of implementing the Kampus Mengajar program. With the AITPO evaluation model, comprehensive and complementary recommendations can also be obtained for the continuity of the program.
6.	Evaluasi dan supervisi bimbingan dan konseling menggunakan Model CIPP	Pristantin, N. A. & Ardhiyah, U.	Quantitative descriptive method	<p>The results of the evaluation showed:</p> <ul style="list-style-type: none"> - six students (17.14%) in the very good category, - 19 students (54.28%) were in the good category, - seven students (20%) in the pretty good category, and - three students (8.571%) were in the poor category. <p>The guidance and counseling services carried out by BK teachers have run well and benefit students. While there are some barriers, such as time and funding constraints and the need for more structured evaluations, learners can understand and apply the material presented, especially in time management and daily activities. Collaboration between BK teachers, parents, and schools also plays an essential role in the success of this service.</p>

No	Title	Author	Methods	Results
7.	Merdeka belajar kampus merdeka (MBKM): Efektifitas pelaksanaan magang mahasiswa bimbingan dan konseling dengan menggunakan metode CIPP	Amalia, R., Anuar, A. B & Fahmi, A.	Qualitative method	The study results showed that the job positions held by students followed the demands of the internship objectives (context). Supporting facilities and equipment, human resources, funds/budgets, procedures, and cooperation carried out by the campus and partners were well established (input). The role of DPL and supervisors in internship activities was constructive when students encountered obstacles so that activities ran smoothly (process). This activity benefits students because they gain new knowledge and experience that was not obtained in lectures, so it can be concluded that this internship activity was carried out effectively (product).
8.	Education Program Evaluation P5 (Profil Pelajar Pancasila Strengthening Project) Using CIPP	Prasetyowati, H., Iriani, A., and Ismanto, B.	Qualitative descriptive method.	In context, the P5 program is deemed essential for students at SDN Genting 02, Jambu, allowing them to develop their character in alignment with the fundamental principles of Profil Pelajar Pancasila. Regarding the input aspect, the P5 program has been meticulously planned and designed to meet the student's needs, supported by adequate human resources, funding, and facilities that align with the student's requirements and competencies. The process aspect highlights that the program's implementation adheres to the planned preparations, with the school conducting activities tailored to meet students' needs and ensuring compliance with all established rules. Lastly, in the product aspect, the P5 program has successfully achieved its initial goals, positively impacting participating students' academic performance and character development, as evidenced by their achievements in competitions organized by the education department.

Sources: Research 2024

Several findings can be reported based on the analysis of several literature outlined in the annotation report (**Table 1**). Existing studies show that the CIPP model can effectively evaluate the Kurikulum Merdeka, provide valuable data for decision-making, and assist in developing evidence-based and sustainable curricula. The vocational student internship program in Serang, although implemented during the COVID-19 pandemic, was rated well in all evaluation sub-elements, showing that the CIPP model can assess the effectiveness of the curriculum even in difficult situations and ensure essential elements function correctly (Sudaryono et al., 2022). Project-based evaluation (PJBL) at Madrasah Ibtidaiyah Yogyakarta is quite good. However, it requires the development of better evaluation instruments, showing that the CIPP model can identify areas that need improvement to improve curriculum effectiveness (Rahmah et al., 2023). In addition, other research identified that despite obstacles in the components of

teachers, infrastructure, and supporting resources, CIPP evaluation could provide solutions to improve the PJOK curriculum, demonstrating the flexibility of this model in adjusting the evaluation according to curriculum (Sudrahat et al., 2023). Evaluation in early childhood art learning provides comprehensive information on how the curriculum can be optimized to achieve desired outcomes, assisting decision-makers in making the right changes (Ma'arif et al., 2024). The evaluation of the Kampus Mengajar program results in recommendations that policymakers can use to continue to develop or improve the program, which is essential for evidence-based decision-making (Bhakt et al., 2022). CIPP model can be helpful in the development of evidence-based curricula by adjusting elements based on the empirical evidence collected (Amalia et al., 2023; Pristantin et al., 2023). These evaluations not only help ensure the current curriculum's effectiveness but also provide a foundation for better curriculum development in the future. As the program progresses, the quality of students' character improves, although the program's novelty presents a learning curve for teachers (Prasetyowati et al., 2024).

These studies show that the CIPP model is a flexible, comprehensive, and effective evaluation tool for assessing and developing the Kurikulum Merdeka. The model can provide valuable data for decision-making, assist in identifying areas that need improvement, and support the development of an evidence-based and sustainable curriculum. The CIPP model not only focuses on evaluating current programs but also provides guidance for developing a curriculum that is sustainable and adaptive to changing educational needs.

Discussion

The Kurikulum Merdeka follows the needs and expectations of students, teachers, and the community. The internship program for vocational students in Serang City, which was adopted by the CIPP method, has achieved good compatibility with the needs and expectations of students and the industry (Sudaryono et al., 2022). This is evident from the positive response and good evaluation categories of various aspects of the internship program. Similarly, previous research on Project-Based Learning in the Kurikulum Merdeka at Madrasah Ibtidaiyah Yogyakarta shows that learning has succeeded in achieving goals that are following the needs and expectations of students (Rahmah et al., 2023). Learning by using Project Based Learning has successfully provided an increase in student learning outcomes. Improvement in student learning outcomes (Al-Balushi & Al-Aamri, 2014; Geier et al., 2008; Habok, 2015; Halvorsen et al., 2012; Hernández-Ramos & De La Paz, 2009; Karaçalli & Korur, 2014; Ljung-Djärf et al., 2014).

The existence of a Kurikulum Merdeka allows teachers to choose various learning tools to tailor learning to students' learning needs and interests. The Ministry of Education and Culture states that the independent learning curriculum in the Kurikulum Merdeka emphasizes teacher creativity according to student interests and needs. The implementation of a Kurikulum Merdeka contains information and results needed and expected by students (Rahmah et al., 2023; Sudaryono et al., 2022).

The Kurikulum Merdeka requires adequate resources and facilities to support the learning process. There are still many obstacles related to the availability of school resources and facilities, such as infrastructure, funds, and relevant curricula (Sudrahat et al., 2023). Nonetheless, the evaluation provided recommendations for developing a better internship program using the CIPP method. The absence of information and communication technology makes it difficult for teachers and principals to follow the stages and assistance of a Kurikulum Merdeka, whose technology-based activities (Aliyyah et al., 2023). Both have similarities regarding the importance of technology and its use. The Kurikulum Merdeka emphasizes an accessible, flexible, innovative, and creative learning process so students can become active learners. Technology has become an essential source and means of accessing various information and knowledge that can provide different colors in the learning process.

The learning process is applied following the principles of the Kurikulum Merdeka. Early childhood art learning has successfully applied the principles of the Kurikulum Merdeka by emphasizing the development of creativity, understanding of art media, and improving fine motor skills (Ma'arif et al., 2024). Similarly, research shows that implementing the Kurikulum Merdeka in PJOK lessons in schools has followed the principles of the Kurikulum Merdeka by focusing on student activities and the use of local wisdom (Sudrahat et al., 2023). The Ministry of Education and Culture, following the concept of the Kurikulum Merdeka, explains these two things that the Kurikulum Merdeka is a concept that provides freedom in the learning process following the nature of education itself in order to be able to produce outputs that are ready to face the challenges of their time and developments in the modern era (Prastowo et al., 2020). The freedom in question allows teachers and students to explore and discuss knowledge. Teachers not only play a role as a source of knowledge and students as a forum to receive knowledge from a teacher, but the two can collaborate to produce creativity and understanding in the learning process.

The Kurikulum Merdeka in improving student competence. The evaluation of the research shows that the Kampus Mengajar program has succeeded in achieving the expected goals in developing student competencies, although there are still some problems that need to be overcome (Bhakt et al., 2022; Komara & Hadiapurwa, 2023) regarding the P5 program which has successfully met the initial goals and has a positive impact on student performance (Prasetyowati et al., 2024). Thus, the discussion of the findings from these various studies illustrates a comprehensive picture of the extent to which the Kurikulum Merdeka has achieved its goals and met the needs and expectations of students, teachers, and the community. Evaluation using the CIPP model has helped identify various successful aspects and challenges that need to be overcome in implementing the Kurikulum Merdeka.

Based on the findings of various studies that use the CIPP model in the evaluation of the Kurikulum Merdeka, it can be concluded that, in general, the Kurikulum Merdeka has achieved several levels of success in meeting the needs and expectations of students, teachers, and the community. This evaluation has helped identify successes and challenges in implementing the Kurikulum Merdeka and provided valuable insights for future improvements. Some of the main findings from this evaluation include: (1) The internship program for vocational school students in Serang City, Project-Based Learning at Madrasah Ibtidaiyah Yogyakarta, and early childhood art learning have succeeded in achieving goals following the principles of the Kurikulum Merdeka. (2) Challenges faced include the availability of resources and facilities in schools, the development of better evaluation instruments, and the expansion of training for education staff in implementing the Kurikulum Merdeka. (3) Although several issues need to be addressed, such as constraints in the availability of resources and funding, these evaluations provide recommendations for future improvements, including increased cooperation between educational institutions and industry, the development of better evaluation instruments, and improved training for educational staff.

CONCLUSION

Several important conclusions can be drawn based on research conducted to evaluate the effectiveness of the use of the CIPP model in evaluating the Kurikulum Merdeka. The CIPP model, consisting of four main components (context, input, process, and product), has proven flexible and comprehensive in various conditions and needs. Context evaluation in the CIPP model helps to understand the background, needs, and educational goals to be achieved, ensuring that the curriculum is appropriate to local conditions and student needs. Input evaluation assesses the resources, strategies, and planning used, ensuring that the available resources are used effectively. In the context of the Kurikulum Merdeka, this evaluation includes assessing human resources, teaching materials, facilities, and other necessary support. Process evaluation monitors the implementation of the curriculum directly, allowing for an assessment of how plans and strategies are implemented in the field. It helps assess teaching methods, student engagement, and teacher training effectiveness.

Product evaluation assesses the result of curriculum implementation, including student competency achievement, character development, and overall impact on the quality of education. The resulting evaluation data helps stakeholders make more informed decisions to improve the curriculum and learning process. Thus, the CIPP model supports the development of evidence-based and sustainable curricula, ensuring that the Kurikulum Merdeka is effective and adaptive to changing educational needs. This aligns with the primary objective of evaluation according to relevant theories: to improve educational programs and achieve their accountability.

AUTHOR'S NOTE

The publication of this article does not contain elements of conflict of interest. The data and content of the article have been tested for plagiarism. Alhamdulillah, the author would like to thank all the researchers referenced in this study. The author also expressed his gratitude to the Ministry of Religion (Kemenag) together with the Education Fund Management Institution (LPDP) of the Ministry of Finance (Kemenkeu), where the writer is a student who obtained the Indonesia Bangkit Scholarship (BIB) initiated by the two ministries.

REFERENCES

- Agus, A., Juliadharma, M., & Djamaluddin, M. (2023). Application of the CIPP model in evaluation of the inclusive education curriculum in madrasah aliyah. *Nidhomul Haq: Jurnal Manajemen Pendidikan Islam*, 8(1), 31-50.
- Al-Balushi, S. M., & Al-Aamri, S. S. (2014). The effect of environmental science projects on students' environmental knowledge and science attitudes. *International Research in Geographical and Environmental Education*, 23(3), 213-227.
- Aliyyah, R. R., et al. (2023). Perceptions of elementary school teachers towards the implementation of the independent curriculum during the COVID-19 pandemic. *Journal of Education and e-Learning Research*, 10(2), 154-164.
- Amalia, R., Anuar, A. B & Fahmi, A. (2023). Merdeka Belajar Kampus Merdeka (MBKM): Efektifitas pelaksanaan magang mahasiswa bimbingan dan konseling dengan menggunakan metode CIPP. *G-Couns: Jurnal Bimbingan dan Konseling*, 7(2), 239-251.
- Aransyah, A., Herpratiwi, H., Adha, M. M., Nurwahidin, M., & Yuliati, D. (2023). Implementasi evaluasi modul kurikulum merdeka sekolah penggerak terhadap peserta didik SMA Perintis 1 Bandar Lampung. *Jurnal Teknologi Pendidikan: Jurnal Penelitian dan Pengembangan Pembelajaran*, 8(1), 136-147.
- Asadi, M., Kiany, G. R., Akbari, R., & Samar, R. G. (2016). Program evaluation of the New English Textbook (prospect 1) in the Iranian Ministry of Education. *Theory and Practice in Language Studies*, 6(2), 291-301.
- Aziz, S., Mahmood, M., & Rehman, Z. (2018). Implementation of CIPP model for quality evaluation at school level: A case study. *Journal of Education and Educational Development*, 5(1), 189-206.
- Bhakti, Y. B., Tola, B., & Triana, D. D. (2022). AITPO (Antecedent, Input, Transaction, Product, Outcomes): Mixed model evaluasi CIPP dan countenance sebagai pendekatan evaluasi program kampus mengajar. *Jurnal Hurriah: Jurnal Evaluasi Pendidikan dan Penelitian*, 3(1), 11-24.
- Geier, R., Blumenfeld, P.C., Marx, R.W., Krajcik, J.S., Fishman, B. Soloway, E. & Clay-Chambers, J. (2008). Standardized test outcomes for students engaged in inquiry-based science curricula in the context of urban reform. *Journal of Research in Science Teaching*, 45(8), 922-939.

- Habok, A. (2015). Implementation of a project-based concept mapping developmental programme to facilitate children's experiential reasoning and comprehension of relations. *European Early Childhood Education Research Journal*, 23(1), 129-142.
- Hakan, K., & Seval, F. (2011). CIPP evaluation model scale: Development, reliability and validity. *Procedia-Social and Behavioral Sciences*, 15(1), 592-599.
- Halvorsen, A. L., Duke, N. K., Brugar, K. A., Block, M. K., Strachan, S. L., Berka, M. B., & Brown, J. M. (2012). Narrowing the achievement gap in second-grade social studies and content area literacy: The promise of a project-based approach. *Theory & Research in Social Education*, 40(3), 198-229.
- Hernández-Ramos, P. and De La Paz, S. (2009). Learning history in middle school by designing multimedia in a project-based learning experience. *Journal of Research on Technology in Education*, 42(2), 151-173.
- Inayati, U. (2022). Konsep dan implementasi kurikulum merdeka pada pembelajaran abad-21 di SD/MI. *2st ICIE: International Conference on Islamic Education*, 2(1), 293-304.
- Iskandar, W. (2020). Evaluasi program pembelajaran berbasis HOTS (Higher Order Thinking Skills) di MI At-Taqwa Guppi Wojowalur Yogyakarta tahun ajaran 2018/2019. *Bunayya: Jurnal Pendidikan Guru Madrasah Ibtidaiyah*, 1(3), 168-195.
- Iskandar, W., & Putri, F. A. (2020). Persepsi kepala madrasah ibtidaiyah terhadap kinerja supervisi manajerial pengawas Madrasah Ibtidaiyah Kota Yogyakarta. *Dirasat: Jurnal Manajemen dan Pendidikan Islam*, 6(2), 158-181.
- Ismanto, E., & Anshari, K. (2022). Pengembangan media pembelajaran e-modul untuk pembelajaran berbasis Project Based Learning (PjBL). *Jurnal Pengabdian UntukMu Negeri*, 6(2), 17-24.
- Jacob, T. A., Marto, H., & Darwis, A. (2020). Model pembelajaran problem based learning dalam peningkatan hasil belajar IPS (studi penelitian tindakan kelas di SMP Negeri 2 Tolitoli). *Tolis Ilmiah: Jurnal Penelitian*, 2(2), 140-48.
- Johnson, D. (2017). The role of teachers in motivating students to learn. *BU Journal of Graduate Studies in Education*, 9(1), 46-49.
- Karacalli, S., & Korur, F. (2014). The effects of project-based learning on students' academic achievement, attitude, and retention of knowledge: The subject of "electricity in our lives". *School Science and Mathematics*, 114(5), 224-235.
- Khusniyah, T. W., Pemata, S. D., & Restiana, R. (2022). Pengembangan penilaian autentik kurikulum 2013 pada muatan pelajaran IPA kelas IV di SD Negeri Paron 1. *Education and Learning of Elementary School*, 2(2), 1-10.
- Komara, D. A., & Hadiapurwa, A. (2023). Improving literacy of junior high school students through revitalization of library in kampus mengajar IV activities. *Dwija Cendekia: Jurnal Riset Pedagogik*, 7(1), 143-152.
- Ljung-Djärf, A., Magnusson, A., & Peterson, S. (2014). From doing to learning: Changed focus during a pre-school learning study project on organic decomposition. *International Journal of Science Education*, 36(4), 659-676.
- Ma'arif, M., Kamali, A. S., & Jannah, R. (2024). Evaluasi CIPP pada pembelajaran seni anak usia dini. *Edukatif: Jurnal Ilmu Pendidikan*, 6(1), 462 - 471.
- Mubai, A., Jalinus, N., Ambiyar, A., Wakhinuddin, W., Abdullah, R., Rizal, F., & Waskito, W. (2021). Implementasi model CIPP dalam evaluasi kurikulum pendidikan teknik informatika. *Edukatif: Jurnal Ilmu Pendidikan*, 3(4), 1383-1394.
- Nehe, A., Satyawati, S. T., & Dwikurnaningsih, Y. (2024). Evaluation of comprehensive guidance and counseling program using the CIPP model. *Inovasi Kurikulum*, 21(3), 1633-1648.

- Patil, Y., & Kalekar, S. (2014). CIPP Model for school evaluation. *Scholarly Research Journal for Humanity Science & English Language*, 2(10), 2615-2619.
- Prasetyowati, H., Iriani, A., & Ismanto, B. (2024). Education program evaluation P5 (Pancasila Student Profile Strengthening Project) using CIPP. *Jurnal Indonesia Sosial Sains*, 5(3), 616-622.
- Prastowo, A. I., Firman, A. J., Mulyanto, T., & Wiranata, R. R. S. (2020, September). The independent learning curriculum concept of Imam Zarkasyi's perspective in pesantren for facing the era of society 5.0. *Proceedings of the 4th International Conference on Learning Innovation and Quality Education*, 4(1), 1-6.
- Prastowo, A. Y., & Elvi, M. (2023). Teachers' understanding of developing independent curriculum teaching modules for Mathematics teachers in middle schools in tanjungpinang city. *BIO Web of Conferences*, 79(1), 1-13.
- Pristantin, N. A. & Ardhiyah, U. (2023). Evaluasi dan supervisi bimbingan dan konseling menggunakan Model CIPP. *Coution: Journal of Counseling and Education*, 4(1), 18-29.
- Rahmah, R., Hamida, H. R., Larasati, N. J., Rohmaniyah, A., & Prastowo, A. (2023). Analisis evaluasi pembelajaran berbasis project based learning dalam Kurikulum Merdeka di madrasah ibtidayah Yogyakarta. *Pendas: Jurnal Ilmiah Pendidikan Dasar*, 8(3), 5842-5856.
- Rosnelli & Ristiana, P. A. (2023). Independent curriculum learning management to improve students' literacy and numerical competence in schools. *International Journal of Education in Mathematics, Science, and Technology (IJEMST)*, 11(4), 946-963.
- Snyder, H. (2019). Literature review as a research methodology: An overview and guidelines. *Journal of Business Research*, 104(1), 333-339.
- Sudaryono, Elmanda, V., Purba, A. E., Ayu Sanjaya, Y. P., & Julianingsih, D. (2022). Efektivitas program magang siswa SMK di Kota Serang dengan menggunakan metode CIPP di era adaptasi new normal pandemi COVID-19. *Adi Bisnis Digital Interdisiplin Jurnal*, 3(1), 5-15.
- Sudrahat, K. M., Muhtar, T., & Susilawati, D. (2023). Evaluasi kurikulum merdeka tahun 2022 mata pelajaran Pendidikan Jasmani Olahraga dan Kesehatan. *Journal of Sport (Sport, Physical Education, Organization, Recreation, and Training)*, 7(3), 771-788.
- Sunarni, S., & Karyono, H. (2023). Persepsi guru terhadap implementasi kurikulum merdeka belajar di sekolah dasar. *Journal on Education*, 5(2), 1613-1620.
- Syamsiar, H., Muzakki, Ratnaya, I. G., & Widiana, I. W. (2023). Evaluasi kurikulum merdeka berbasis CIPP. *Joeai: Journal of Education and Instruction*, 6(2), 536-544.
- Tokmak, S. H., Baturay, H. M., & Fadde, P. (2013). Applying the context, input, process, product evaluation model for evaluation, research, and redesign of an online master's program. *International Review of Research in Open and Distributed Learning*, 14(3), 273-293.
- Wulandari, C. R., Ningrum, T. A., & Syahril. (2024). Kepemimpinan transformasional kepala SMK Negeri Se-Kota Padang. *Journal of Practice Learning and Educational Development*, 4(1), 66-75.
- Zhang, G., Zeller, N., Griffith, R., Metcalf, D., Williams, J., Shea, C., & Misulis, K. (2011). Using the Context, Input, Process, and Product evaluation model (CIPP) as a comprehensive framework to guide the planning, implementation, and assessment of service-learning programs. *Journal of Higher Education Outreach and Engagement*, 15(4), 57-84.
- Zhang, G., Zeller, N., Shea, C., Griffith, R., Metcalf, D., Misulis, K., ... & Knight, S. (2008). A 360 assessment of the multidimensional effects of a service-learning program in teacher education using mixed-methods research. *8th International Research Conference on Service-Learning and Community Engagement*, 8(1), 1-14.