

Evaluation of Physical Education Independent Curriculum Through CIPP: Managerial Implementation in Learning Activities

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ABSTRACT

The government has created an independent curriculum as a learning recovery, but not all schools implement it well. Therefore, an evaluation is needed, especially regarding the management of learning activities. The purpose of this study is to evaluate the implementation of the independent curriculum model in physical education subjects at State Vocational Schools in Tasikmalaya City. This research used a qualitative descriptive approach. In this study, data were collected through triangulation techniques consisting of observation, semi-structured interviews, and documentation. This study involved the vice principal for curriculum, four physical education teachers, and four students. They were selected through a purposive sampling technique. Data analysis involved preparation, inference, and verification. The results showed that the context evaluation of goals and objectives indicators and strength indicators had been fulfilled. However, weakness indicators related to teacher consistency in implementing learning still exist. Input evaluation on indicators of curriculum structure, PE teacher competence, teaching materials, and students have been fulfilled and run well. However, input evaluation on indicators of infrastructure availability still needs to support the continuity of PE learning. Process evaluation on indicators of implementation and implementation of assessments has gone well, but product evaluation on indicators of program achievement still needs to be improved. Implementing CIPP managerial evaluation is carried out by ensuring that the evaluation is carried out systematically, periodically, and comprehensively. Evaluation results are used as the basis for decision-making related to the improvement and development of the Physical Education curriculum. Teachers and school management play an active role in ensuring the sustainability and effectiveness of the evaluation..

Keywords: evaluation; CIPP model; managerial implementation; independent curriculum; physical education

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INTRODUCTION

Education plays an important role in a country's development because the quality of education determines the quality of its human resources. The quality of human resources depends on the quality of education and the role of education in educating the nation. Therefore, it is necessary to increase educational development in order to be able to produce better human resources. The education system must be changed to improve education. The curriculum, according to (Hamalik, 2020; S. W. Suherman et al., 2018; Triwiyanto, 2022), is a container that will determine the direction of education. The curriculum used determines the success of education. The curriculum is the core of education. Without a curriculum it is impossible for education to run well, effectively, and efficiently as expected. Therefore, the curriculum is very necessary to



be considered in each unit of education. The statement shows that the curriculum used determines the success of education. Education will develop with a good curriculum.

The curriculum, as a set of educational plans, must be made continuously to adapt to the needs and changes in society. As a concept, the curriculum must be able to handle all the difficulties that arise where the curriculum is used. The independent curriculum is the latest curriculum used in Indonesia. It is a curriculum designed to provide curriculum flexibility and help develop students' talents and characters. In addition, this free curriculum emphasizes important material. The main characters of this that support learning recovery mentioned by (Suardipa, 2023) in Kemendikbudristek, are (1) project-based learning for soft skills and character development according to the Pancasila learner profile, (2) material that focuses on essential material so that there is sufficient time for in-depth learning for basic competencies, (3) flexibility for teachers to carry out differentiated learning according to the abilities of learners and make adjustments to the context and local content. The independent curriculum, which will provide a solution for curriculum improvement, can be implemented in stages according to the readiness of each school. This independent curriculum focuses on freedom and creative thinking. (Kristiyandaru & Ristanto, 2020; Rahayu et al., 2022) mentioned that one of the characteristics of the prototype curriculum is implementing project-based learning to support character development in accordance with the Pancasila Learner Profile. In the prototype curriculum, schools are given the flexibility and independence to provide learning projects that are relevant and close to the school environment. In accordance with this statement, subjects that are very influential on character development as the goal of an independent curriculum are physical education subjects.

Physical education subjects play an important role in the character building of students. As stated in (Permendiknas Nomor 22 Tentang Standar Isi, 2006), one of the objectives of Physical Education is to lay a strong moral character foundation through the internalization of values contained in Physical Education, sports and Health and develop sportsmanship, honesty, discipline, responsibility, cooperation, self-confidence and democracy. This is the opinion (Kristiyandaru & Ristanto, 2020; Mustafa & Dwiyo, 2020a; Rohyana et al., 2023) states that The learning objectives of physical education are: 1) Have a strong character; 2) Have a strong personality; 3) Have the ability to think critically, a sportive attitude, and movement skills; 4) Understand the concept and fill your free time with physical activity. In connection with this, the learning of physical education subjects in schools needs to be considered successful in order to create students who have character. This opinion shows that physical education aims to shape the character of students, improve movement skills, instill critical thinking, and instill a healthy and sportive lifestyle. This will definitely have a significant impact on the ease of implementing an independent curriculum model, which is closely related to the formation of Pancasila student characteristics. physical education is not only related to physical exercise, but also covers various aspects of a person's development. The goal of physical education is to produce Pancasila students who are faithful and devoted to God Almighty, creative, cooperative, globally diverse, critical thinking, and independent. All of this is formed through physical activities that are adjusted to the objectives of the independent curriculum.

Initial observations show that the state vocational schools in Tasikmalaya City started implementing the independent curriculum in 2021. These SMKs received a

mandate from the revitalization of the implementation of the 2013 curriculum, which initially created a program to align the curriculum from the center with the competencies desired by industry, while also compiling the school's operational curriculum. According to (Yudianto et al., 2022), the SMK Center of Excellence is a comprehensive breakthrough aimed at answering challenges in the context of improving the current condition of SMK, so that it is increasingly in line with the needs of the world of work. The SMK Center of Excellence program aims to produce graduates who are absorbed in the world of work or become entrepreneurs through in-depth and comprehensive alignment of vocational education with the world of work. Schools selected for the SMK Centers of Excellence program are expected to serve as reference points and provide a platform to improve the quality and performance of surrounding SMKs.

Everyone responsible for the success of the independent curriculum must work together to implement it. SMK Negeri in Tasikmalaya City consists of two individuals: the principal, who acts as an inspirer in the implementation of the independent curriculum, and the vice principal for curriculum, who is responsible for developing the school's operational curriculum. Subject teachers are responsible for the implementation of learning in terms of planning, learning and evaluation, and students function as the subject of learning in the independent curriculum. In addition, parents are also responsible for changes in the behavior and learning achievements of their children who learn through the independent curriculum. The independent curriculum is a learning model that gives learners the opportunity to show their natural talents in a relaxed, casual, fun and pressure-free way. In interviews with Physical Education teachers at SMK Negeri Kota Tasikmalaya, it was seen that the application of the independent curriculum model in Physical Education subjects allows teachers to create an independent curriculum spectrum and teaching material modules that suit the needs of the school. In addition, teachers have been able to choose which competencies are given and eliminated based on the characteristics of each department in the school.

However, in its implementation, there are still some obstacles. For example, learning must be adapted to the independent curriculum. This is different from the block learning system in vocational high schools, where there are fewer meetings per subject but the duration of learning is longer. A teacher, especially a physical education teacher, must readjust the learning material after the students have finished learning. With these constraints, of course, it becomes an obstacle in the learning process so that the learning outcomes obtained are not optimal enough. Based on this, it appears that there is still a gap between theory and reality in the application of the independent curriculum model, especially how managerial applications in learning activities. Although the policy from the government by designing the latest curriculum is very good, it is not certain that every school is able to implement the independent curriculum properly so that there is a need for evaluation in its application. According to (Ibrahim & Masitoh, 2011a; A. Suherman, 2009, 2018) evaluation is a tool to determine what decisions need to be developed and to provide a basis for developing effects. Thus, the application of a curriculum needs to be evaluated to see the extent of the application of the curriculum so that it is necessary to study how to evaluate the application of the independent curriculum model in the State Vocational High School of Tasikmalaya City, especially in physical education subjects. The type of evaluation used in this study is the CIPP model.

Therefore, the authors conducted research on "Evaluation of the Implementation of the Independent Curriculum Model in State Vocational Schools in Tasikmalaya City in Physical Education Subjects". With the results of this study, it is hoped that schools will know how to evaluate the application of the independent curriculum model at SMK Negeri Kota Tasikmalaya in physical education subjects as information for consideration in making decisions so that schools can develop the curriculum in the process of improving the implementation of the curriculum.

LITERATURE REVIEW

Merdeka Curriculum in Vocational Schools in Physical Education Subjects

The curriculum structure in the education unit regulates the learning load for each subject in annual lesson hours and per 3 years or four years, known as the block system. (Wibowo et al., 2019) The block system is the process of dividing the lesson schedule based on the number of accumulated hours determined in the syllabus (curriculum), assuming that the number of accumulated lesson hours cannot be less than the number of accumulated lesson hours determined in the curriculum. The block learning system organizes the learning process in fewer meetings. Still, the meetings will be held for a longer time, thus increasing the flexibility of instructional activities.

From this explanation, learning in the block system is done by organizing long learning sessions with short meetings. The curriculum structure in SMK consists of intracurricular and Pancasila learner profiles. The implementation of the strengthening of the Pancasila student profile itself is 30% of the lesson hours per year, with its implementation carried out flexibly both in terms of content and implementation time. If implemented in the content of the profile project, it must refer to the achievement of the Pancasila learner profile according to the phase of the students and does not have to be associated with the subject's learning outcomes. In terms of implementation time management, projects can be carried out by allocating project lesson hours from all subjects, and the total amount of time does not have to be the same. The composition of physical education lesson hours in SMK in grade 10 consists of 90 hours of extracurricular lessons and 18 hours of lessons to strengthen the Pancasila student profile for a total of 108 lesson hours per year, while in grade 11, only 54 hours of extracurricular lessons and 18 hours of lessons to strengthen the Pancasila student profile for a total of 72 lesson hours per year. Meanwhile, physical education is abolished in grade 12, in the 3-year program.

Curriculum Evaluation

In an application of the curriculum in an educational unit, of course, there will be obstacles in its implementation, so it is necessary to evaluate the application of the curriculum to find out to what extent the objectives to be achieved in reality as a refinement by the needs and development of science and technology. According to Olivia in (Anas, 2022; Piliano et al., n.d.) Evaluation is a tool to determine what decisions need to be developed and to provide a basis for developing effects. Uman confirms this in (Elis Ratna Wulan & Rusdiana, 2015), which states that evaluation is to adjust objective data from the beginning to the end of program implementation to assess program objectives. From this understanding, evaluation is a way to help make decisions. At the same time, the curriculum itself is the most important part of

education whose implementation needs to be evaluated to find out how far the curriculum has gone and as feedback and improvement of the curriculum itself.

After knowing the meaning of evaluation, here is an explanation of curriculum evaluation. According to (Arofah, 2021a; Ibrahim & Masitoh, 2011b; and Sianturi et al., 2022), curriculum evaluation is a systematic scientific activity to assess a curriculum's design, implementation, effectiveness and impact. Continuing from this definition, (Mustafa & Dwiyoogo, 2020b; and Suardipa, 2023) also explain that Curriculum evaluation is a systematic effort to collect information about a curriculum to be used to consider the value of the curriculum in a particular context. From the several definitions that have been described, curriculum evaluation is a systematic effort to collect all kinds of information from a curriculum implementation that will be used as a consideration in making decisions. This curriculum evaluation is needed to determine how far a program is running, which will be considered later in developing the curriculum itself.

Curriculum Evaluation Objectives

The evaluation in the process of implementing a curriculum, of course, is based on certain objectives. According to (Ibrahim & Masitoh, 2011b), the purpose of evaluation in curriculum development is intended to:

- 1) *Program Improvement*. In the context of this goal, the role of evaluation is more constructive because the evaluation information is used as input for the necessary improvements in the curriculum program being developed. Here, the evaluation is more of a need that comes from within the system itself because it is seen as a factor that allows optimal development results from the system concerned.
- 2) *Accountability to various parties*. The curriculum developers must be accountable to various interested parties during and especially at the end of the curriculum development phase. The parties in question include those who sponsor the curriculum development activities and those who will be consumers of the developed curriculum, including government, society, parents, education officials, and other parties. In accountability for the results achieved, it is necessary to put forward the strengths and weaknesses of the curriculum being developed and further efforts needed to overcome these weaknesses.
- 3) *Follow-up of development results*. Follow-up on the results of curriculum development can take the form of answers to two possible questions: First, will the new curriculum be or will it not be disseminated into the existing system? Second, under what conditions and in what ways will the new curriculum be disseminated into the existing system? Given the ongoing curriculum development process, the first question at the end of the development phase needs to be revised. It only has two possible answers: "yes" or "no". The second question is more appropriate at the end of the curriculum development phase. It implies at least three subsidiary questions: a) Which aspects of the curriculum still need to be improved or adjusted? b) What deployment strategy should be adopted? c) What requirements must be made in advance within the existing system? These questions are considered more constructive and acceptable in social, economic, moral and technical terms. Based on the description above, the evaluation of a curriculum is very necessary to know how far the curriculum is running and what weaknesses in the implementation of the curriculum will have to be corrected to create better curriculum development and improvement.

Benefits of Curriculum Evaluation

Curriculum evaluation is carried out to determine the extent to which learning programs have been implemented, whether extracurricular, extracurricular or co-curricular. The curriculum will certainly provide many benefits that support the success of education if an evaluation of the curriculum itself is carried out. According to (Elis Ratna Wulan & Rusdiana, 2015), in evaluating the curriculum to provide benefits, the context of the curriculum needs attention so that later, when the evaluator conducts the evaluation, it does not focus on the results alone but pays attention to the views and expectations of the stakeholders of the curriculum. Then (Arofah, 2021b; Chamisjatin & Permana, 2020; Sianturi et al., 2022) also suggests the benefits of curriculum evaluation based on its targets, namely as follows:

- 1) For teachers, evaluation is useful for assessing the extent to which the learning process has been carried out, whether successful or not.
- 2) For policy users, curriculum evaluation is useful for assessing the extent to which all schools have implemented the curriculum, whether it is successful or not.
- 3) For parents and communities, curriculum evaluation is useful for assessing and measuring the extent to which the curriculum has been implemented. It shows real results to the expectations and aspirations of parents and communities.

Looking at the benefits of curriculum evaluation described, the curriculum has many benefits in the improvement process. With the curriculum evaluation, it is certainly easier to make decisions based on considerations from the results of the evaluation that has been carried out. Curriculum evaluation will be very useful for the sustainability of education in improving the quality of human resources.

Curriculum Evaluation Model

There are many models for evaluating a curriculum, including those with the same or different formats or systematics. Here are some evaluation models according to (Ibrahim & Masitoh 2011b), namely:

1) Measurement

Evaluation is the measurement of student behaviour to reveal individual and group differences. Evaluation results are used primarily for student selection, educational guidance and comparison of effectiveness between two or more educational programs/methods. The object of evaluation focuses on learning outcomes, especially in cognitive aspects and those that can be measured with objective and standardized evaluation tools. The type of data collected in the evaluation is objective data, especially test scores. The ways that must be done in the evaluation are as follows:

- a) Placing each student in his group through the development of group norms in evaluating learning outcomes.
- b) Comparing learning outcomes between two or more groups using different teaching programs/methods through quantitative analysis.
- c) The evaluation techniques used are mainly objective tests continuously developed to produce reliable and valid evaluation tools.

Congruence

Evaluation is an examination of the congruence between educational objectives and the learning outcomes achieved to see the extent to which changes in educational outcomes have occurred. Evaluation results are needed to improve programs' educational guidance and provide information to parties outside of education. The object of evaluation focuses on learning outcomes in the form of cognitive, psychomotor, values, and attitudes. The type of data collected is objective data, especially test scores. The ways that must be done in evaluation are as follows:

- 1) The pre-and post-assessment procedure is used by taking the following steps: affirmation of objectives, development of evaluation tools, and use of evaluation results.
- 2) Analysis of evaluation results is carried out section by section.
- 3) Evaluation techniques include tests and other techniques suitable for assessing various types of behaviour contained in the objectives.
- 4) Less likely to approve of comparative evaluations between two or more programs.

Illumination

Evaluation is a study of program implementation, the influence of environmental factors, the strengths and weaknesses of the program and the effect of the program on the development of learning outcomes. Evaluation is based more on judgment, the results of which are needed for program improvement. The evaluation object includes the program's background and development, the implementation process, learning outcomes and difficulties experienced. The type of data collected is generally subjective data (judgment data). The methods to be used in the evaluation are as follows:

- 1) Using progressive focusing with the main steps: orientation, more focused observation, and cause-and-effect analysis.
- 2) It is qualitative-open and flexible-eclectic.
- 3) Evaluation techniques include observation, interviews, questionnaires, document analysis and, if necessary, tests.

Educational System Evaluation

Evaluation is a comparison between the performance of each program dimension and the criteria, which will end with a description and judgment. The evaluation results are needed for program improvement and to summarize the overall program results. The object of evaluation includes 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 tend to be taken:

- 1) Comparing the performance of each program dimension with internal criteria.
- 2) Comparing program performance using external criteria, namely the performance of other programs.
- 3) Evaluation techniques include tests, observations, interviews, questionnaires and document analysis.

CIPP Model

In addition to some of the evaluation models described above, the model that is often used by evaluators is the CIPP model. This CIPP model was developed by

(Stufflebeam, 2000). According to this model, the evaluated curriculum is a system so that when the evaluator will evaluate the curriculum, it must analyze the curriculum based on the CIPP components. In this CIPP model there are four elements that are interrelated, namely between context, input, process, and results. According to (Firdaus & Anriani, 2022; Stufflebeam, 2000) suggests the CIPP model as follows: As the name implies, this CIPP model has four types of evaluation, namely: Context Evaluation (context), Input Evaluation (input), Process Evaluation (process), and Product Evaluation (results). The four types of evaluation are as follows:

1) Context Evaluation

The main purpose of context evaluation is to determine the strengths and weaknesses of the program in accordance with the opinion of (Stufflebeam, 2000) which explains that context evaluation is carried out to assess the situation in program implementation, the needs that need to be met by the curriculum and to identify the strengths and weaknesses of the institution, program, and target population. (Eryyani & Kusdiwelirawan, 2020) also explained that the purpose of context evaluation is to assess the entire state of the organization, identify its weaknesses, inventory the strengths that can be used to cover its weaknesses, diagnose the problems faced so that later it will be able to find solutions. From this explanation, the author formulates it into indicators, namely curriculum goals and objectives, curriculum strengths, and curriculum weaknesses. This evaluation is certainly needed in physical education subjects where physical education learning also affects the development of students.

2) Input Evaluation

This evaluation is important because it gives consideration to the successful implementation of the curriculum. According to (Stufflebeam, 2000) input evaluation aims to provide information to determine how resources are used to achieve program goals. Input assessment includes teachers, students, curriculum, and teaching materials. This evaluation is useful in guiding the selection of strategies so that the information obtained is used to determine strategies within limitations. That input evaluation provides information to determine how to utilize resources in order to achieve the goals and objectives of the project. In this evaluation, the information provided is important information for structuring specific designs in achieving the objectives of the project being evaluated. From this statement, indicators can be formulated, namely the competence of teachers, students, infrastructure, the structure of the curriculum, and teaching materials. In the input evaluation in physical education subjects, it is very necessary to know the resources used in learning so that the learning process runs optimally.

3) Process Evaluation

Process evaluation is an evaluation of the implementation of a curriculum innovation. Evaluators collect various information about the implementation of curriculum implementation. Process evaluation includes examining the implementation of ongoing plans and documentation of related processes. In the implementation of process evaluation, the authors formulate indicators, namely the process of implementing learning and learning assessment. Process evaluation in physical education subjects that determine the success of learning to produce superior resources is certainly needed to see the extent of the learning implementation process, whether in accordance with expectations or not.

4) Product Evaluation

The main purpose of product or outcome evaluation is to determine the extent to which the implemented curriculum has been able to meet the needs of the group using it. This product assessment is based on the learning outcomes achieved after curriculum implementation. According to (Stufflebeam, 2000) product evaluation is an evaluation to measure, interpret and evaluate program achievement. based on this opinion, the author includes in the indicators, namely program achievement which includes effectiveness, learning outcomes, attitude changes. This evaluation is certainly very necessary to do in order to know the achievement of physical education learning that has been carried out, whether the learning process can create superior students or not. In this research, the CIPP model is used in evaluating the independent curriculum in physical education subjects because this CIPP model is an evaluation model that is able to measure all evaluation activities starting from the content, input, process and results stages obtained after conducting research. It is hoped that the evaluation model used can help the school as a consideration in improving the implementation of the independent curriculum, especially in physical education subjects, so as to produce quality human resources and of course also help the smooth implementation of the independent curriculum at SMK Negeri Kota Tasikmalaya.

METHODS AND MATERIALS

The method used in this research is descriptive qualitative method. According to (Creswell, 2016; Creswell, J. W., & Clark, 2017) explains that the descriptive method is a method of examining the status of a group of people, an object, a set of conditions, a system of thought, or a class of events in the present. This research is taken from a condition and phenomenon that exists in SMK Negeri Kota Tasikmalaya with the aim of being able to make a description of the evaluation of the implementation of the independent curriculum in physical education subjects through the context, input, process and product models, especially managerial implementation in learning activities.

Respondents in this study consisted of the Deputy Head of Curriculum, 4 physical education teachers, and 4 students. The technique of taking respondents in this study used nonprobability sampling type purposive sampling, according to (Creswell, J. W., & Clark, 2017) purposive sampling is a sampling technique with certain considerations. This sample is more suitable for qualitative research or research that does not generalize. The basis for taking these respondents is to find out as many research questions as possible so that later they will know more about the subject matter in the research to be carried out.

The data collection technique used in this research is a triangulation technique that combines observation, interviews, and documentation. The observation carried out is a type of passive participation observation, then for interviews using semi-structured interviews and finally as a reinforcement of interviews and observations, namely through documentation. The CIPP model is used with the following indicators:

Table 1. Instrument grid

CIPP Model	Indicator	Data Source
Context	Goals and Objectives	Deputy Head of
	Strengths	Curriculum,
	Weaknesses	PHYSICAL

Input	Curriculum Structure	EDUCATION teachers and Learners
	Physical Education Teacher Competencies	
	Learners	
	Availability of Facilities and Infrastructure	
	Teaching Materials	
Process	Implementation of Learning	
	Implementation of Assessment	
Product	Program Achievement	

RESULTS AND DISCUSSION

The results showed that the implementation of the independent curriculum model in physical education subjects at SMK Negeri Kota Tasikmalaya was evaluated through observation, semi-structured interviews, and documentation to the deputy head of curriculum, four physical education teachers, and four students.

Context of CIPP Evaluation of the Independent Curriculum in Physical Education

The results of semi-structured interviews with the Deputy Head of Curriculum, physical education teachers, and students show that the implementation of the independent curriculum model in physical education subjects at SMK Negeri Kota Tasikmalaya is as follows:

1) Goal and Objective Indicators

In connection with the findings and analysis conducted, the researcher concludes that the independent curriculum at SMK Negeri Kota Tasikmalaya, especially in the field of physical education, has achieved its goals and objectives. Because there are some students who have not been able to improve their abilities and potential, the goals and objectives have not been achieved as a whole. This will be a challenge for physical education teachers to teach. For the future, physical education teachers should focus more on each student. In addition, schools should conduct more projects related to the dimensions of the Pancasila student profile. This will produce high quality students who are ready to work in the world of work.

2) Strength Indicator

According to the results of research conducted at SMK Negeri Kota Tasikmalaya on the implementation of an independent curriculum in Physical Education subjects, where teachers, deputy head of curriculum, and students were interviewed, it can be concluded that the advantages of implementing an independent curriculum are simple and in-depth learning tailored to the needs of students according to their respective skill programs, more liberating for teachers and students, and more relevant and interactive to the times.

3) Indicators of Weakness

At SMK Negeri Kota Tasikmalaya, the independent curriculum in Physical Education subjects has several advantages and disadvantages. According to the results of interviews with the deputy head of curriculum, Physical Education teachers, and students, there are weaknesses in the application of the independent curriculum model in Physical Education subjects, namely the learning carried out has not been consistent with the established curriculum, there is no agreement on perceptions between Physical Education teachers at SMK Negeri Kota Tasikmalaya because not all teachers understand the application of the independent curriculum and students still do not

understand the concept of independent learning and facilities and infrastructure that are not optimal. As a result, the learning process becomes less effective and demands the creativity of Physical Education teachers. In addition, there is still a lack of human resources, because the independent curriculum has weaknesses, teachers and students must be trained and socialized about the implementation of the independent curriculum. This should be driven by students' own efforts. Furthermore, schools should optimize their resources to support learning.

CIPP Evaluation Input on the Physical Education Independent Curriculum

1) Curriculum Structure Indicators

Researchers found that intracurricular learning, the Pancasila student profile strengthening program, and extracurricular activities at SMK Negeri Kota Tasikmalaya are running well. However, intracurricular learning activities still face some problems. One of them is the combined class, which makes it a little difficult for Physical Education teachers to conduct lessons and master each student. In addition, the 4-hour lesson in Physical Education is not fully utilized because it is shared with other students. Schools should face the challenge of improving the implementation of the block system for intracurricular learning to make it more effective.

2) Indicators of Physical Education Teacher Competence

In the research involving interviews with Physical Education teachers, deputy head of curriculum, and students at SMK Negeri Kota Tasikmalaya, researchers found that Physical Education teachers have fulfilled all four competencies required to be a teacher: pedagogical competence, personality competence, social competence, and professional competence. To achieve success in implementing the independent curriculum, every teacher must continue to develop themselves and improve their abilities on an ongoing basis.

3) Learner Indicators

As a result of interviews with students, vice principals, and Physical Education teachers, the researcher concluded that, although there has not been a significant increase in the affective, cognitive, and psychomotor aspects of students, the implementation of an independent curriculum in Physical Education subjects has been able to improve. By using the character of the Pancasila student profile, physical education teaches students to work together, respect differences, and of course increase discipline. Physical education teachers assess that there are changes for the better in learning as stated in Kemendikbud In the (Vhalery et al., 2022) that focus on essential, relevant, and in-depth material so that there is sufficient time for students to build their creativity and innovation in achieving basic competencies or learning outcomes. From this statement it can be seen that learning that only focuses on essential material will provide sufficient time for a learner to explore existing material or material that they are interested in.

4) Indicator of Availability of Facilities and Infrastructure

The results of interviews with the deputy head of curriculum, Physical Education teachers, and students show that the Physical Education learning facilities at SMK Negeri Kota Tasikmalaya are sufficient and feasible. However, the available infrastructure is reduced due to the large number of students and the block system, which combines several classes in one learning session. This fact is reinforced by the researcher's findings on the availability of facilities at SMK Negeri Kota Tasikmalaya.

The results show that all available facilities support the continuity of physical education learning.

5) Teaching Material Indicators

Based on the informants' answers about the teaching material indicators, the researchers found that educational modules containing CP and ATP, as well as lesson plans and discussion materials, were used in implementing the independent curriculum model in Physical Education subjects. As an implementer of the independent curriculum, physical education teachers already have the ability to make teaching modules independently. Starting from the results of government education, which are then organized into a flow of learning objectives and compiled into a complete class module with assessment and evaluation. In the learning process, physical education teachers also show the learning outcomes that students must achieve so that they are motivated to achieve completeness. Although it is found that teachers have not provided reading materials or modules for students related to the material presented to help them master the material concerned.

CIPP Evaluation Process on the Physical Education Independent Curriculum

1) Learning Implementation Indicators

Based on the results of interviews from each informant, it can be concluded that the learning process carried out at SMK Negeri Kota Tasikmalaya with the implementation of an independent curriculum in the subject of physical education is almost the same as the learning process carried out in the previous curriculum which contains introductory, core, and closing activities. It's just that in the application of the independent curriculum model in the subject of physical education, teachers try to use or implement project-based learning by actively involving students in the learning process, it has been implemented well and overall it has been running in accordance with the prepared teaching module. However, there are still teachers who have not consistently implemented this learning in accordance with the implementation of an independent curriculum and not all students understand the concept of learning with an independent curriculum so that this is a problem that must be found a solution for the school.

2) Indicators of Assessment Implementation

Based on the results of interviews conducted with informants and reinforced by research documentation, the researcher concludes that in implementing the independent curriculum, physical education teachers have been able to compile competency assessment documents according to their respective expertise programs and have carried out formative and summative assessments properly.

CIPP Evaluation Product on the Independent Curriculum for Physical Education

1) Indicators of Program Achievement

As a result of interviews with the deputy head of curriculum, Physical Education teachers, and students, the independent curriculum at SMK Negeri Kota Tasikmalaya in Physical Education subjects has been considered effective. The independent curriculum allows schools to choose the most effective learning methods to solve learning problems. In addition, it is seen that students' learning outcomes have improved, as shown in their report cards in the previous semester; however, this improvement cannot yet be considered significant. Project-based learning and

independent curriculum can change students' behaviour. It can shape students' characters based on the dimensions present in the Pancasila learner profile.

Implementation of CIPP Evaluation Managerial on Physical Education Learning Activities

The implementation of CIPP managerial evaluation is carried out by ensuring that the evaluation is carried out systematically, periodically, and comprehensively. The evaluation process involves teachers, students and other related parties in collecting relevant data and information. Evaluation results are used as the basis for decision-making related to the improvement and development of the Physical Education curriculum. Teachers and school management play an active role in ensuring the continuity and effectiveness of the evaluation.

DISCUSSION

Therefore, in terms of physical education, SMK Negeri Kota Tasikmalaya has implemented the independent curriculum model successfully. Nonetheless, the learning system used to produce a more optimized learning process still needs to be improved as it is implemented. After that, schools should further optimize their learning facilities to ensure that the free curriculum continues to be implemented. As the implementers of the free curriculum, teachers should also develop and improve their abilities to maximize learning. Once the weaknesses are known, schools are expected to use them as lessons to improve the implementation of the independent curriculum. In accordance with the opinion of (Bharvad, 2010; Hussain et al., 2011; Lewy, 1977; McCormick & James, 2018) that curriculum evaluation is a systematic effort to collect information about a curriculum to be used as a consideration of the value and meaning of the curriculum in a particular context. Curriculum evaluation can cover the entire curriculum or each curriculum component such as objectives, content, or learning methods in the curriculum. It is expected from this statement that research on the evaluation of the implementation of the independent curriculum model in physical education subjects will help schools improve the quality of the implementation of the independent curriculum program. To successfully implement an independent curriculum, all school stakeholders must work together to achieve these goals. SMK Negeri Kota Tasikmalaya has implemented the independent curriculum model in the assessment process by creating its own competency assessment documents according to the subjects that have been adapted to the program. This development aims to create a professional and fair assessment, where physical education teachers who teach become assessors in classes that they do not teach.

Evaluation of the Physical Education curriculum through the CIPP model with managerial implementation in learning activities is an important step in improving the quality of learning in Physical Education. This evaluation helps identify challenges, strengthen positive aspects, and address weaknesses in curriculum implementation. With planned and integrated evaluation, the Physical Education curriculum can be more effective and have a positive impact on students' physical development, motor skills, health and overall well-being. This study hopes to be a reference for other researchers in research on curriculum evaluation based on the CIPP model and other evaluation models. During the research that has been conducted, after researchers have seen and studied various studies in Indonesia, there is no research that conducts

curriculum evaluation using the CIPP model on the implementation of an independent curriculum, especially in physical education subjects.

CONCLUSION

The conclusions from the results of the CIPP evaluation research on the implementation of the independent curriculum model in Physical Education subjects at SMK Negeri Kota Tasikmalaya are as follows:

- 1) Goal and Objective Indicators: Although some goals and objectives have been achieved, there are still challenges in achieving the overall goal. There is a need for more focus on individual students and projects that are more related to the dimensions of the Pancasila student profile to produce students who are high quality and ready for the world of work.
- 2) Indicators of Strength: The implementation of the independent curriculum has several advantages, such as simple and in-depth learning tailored to the needs of learners, more liberating for teachers and learners, and relevant and interactive with the times.
- 3) Weakness Indicators: There are several weaknesses in the implementation of an independent curriculum in Physical Education, such as the lack of consistency in the application of the established curriculum, differences in perceptions between teachers, and students' understanding that is not optimal. Efforts are needed to improve learning effectiveness and strengthen human resources.
- 4) Curriculum Structure Indicators: Intracurricular learning, Pancasila learner profile strengthening program, and extracurricular activities at SMK Negeri Kota Tasikmalaya are running well, but combined classes and learning time-sharing are challenges that need to be improved.
- 5) Physical Education Teacher Competency Indicators: Physical Education teachers have met the four required competencies, but continuous development is needed to achieve success in implementing the independent curriculum.
- 6) Learner Indicators: The implementation of the independent curriculum has improved the affective, cognitive, and psychomotor aspects of learners. Learning that focuses on essential materials provides opportunities for learners to develop creativity and innovation.
- 7) Facilities and Infrastructure Availability Indicators: Physical Education learning facilities at SMK Negeri Kota Tasikmalaya are adequate and feasible, but need to optimize resources with a large number of students and a block system.
- 8) Indicators of Teaching Materials: Physical Education teachers have used teaching modules that are in accordance with the independent curriculum, but need to pay attention to the needs of students to understand the material presented.
- 9) Learning Implementation Indicators: The learning process is almost the same as the previous curriculum, but the application of the project-based independent curriculum needs to be more consistent and understood by all students.
- 10) Assessment Implementation Indicators: Physical Education teachers have carried out competency assessment according to their respective expertise programs well.
- 11) Indicators of Program Achievement: The independent curriculum in Physical Education is considered effective, although it needs to be continuously improved.

Overall, the CIPP evaluation of the implementation of the independent curriculum in Physical Education at SMK Negeri Kota Tasikmalaya has provided a comprehensive

picture of the successes and challenges in implementing the curriculum. The evaluation provides a foundation for improving the quality of learning and provides direction for improving the implementation of the independent curriculum in the future.

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CONFLICT OF INTEREST

All authors declare no conflict of interest in this manuscript.

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