

EVALUATION OF THE IMPLEMENTATION OF INDEPENDENT LEARNING-INDEPENDENT CAMPUS (MBKM) CURRICULUM BY USING THE CIPP EVALUATION MODEL

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Abstract

This study aims to evaluate the implementation of the Merdeka Belajar Kampus Merdeka (MBKM) Curriculum in the PTIK program. This study uses a qualitative approach to the case study at Bung Hatta University. The research data is in the form of the evaluation of the MBKM Curriculum Implementation using the CIPP model. This study collected data through literature studies and interviews with students, lecturers, and heads of PTIK study programs. Evaluation is carried out on the dimensions of the context, input, process, and products of the MBKM curriculum. Evaluation data analysis was conducted with context evaluation, input evaluation, process evaluation, and product evaluation. The research results show that evaluation of the independent curriculum using the CIPP model in the Bung Hatta University PTIK study program by systemizing the evaluation context, input, process, and product evaluation: The context of the curriculum in the PTIK study program is by formulating identification and objectives rather than implementing an independent curriculum. The input step in the Bung Hatta University PTIK Study Program is carried out by analyzing the curriculum's design and structure, reviewing the lecture material offered, and evaluating Human Resources. The evaluation process reviews the independent curriculum, the obstacles encountered while using the curriculum, how students participate, and internal and external responses. Product evaluation is carried out by identifying the results and impacts of the MBKM curriculum, reviewing successes, and identifying the relevance and quality of graduates.

Keywords

Bung Hatta University, CIPP Model, Evaluation, MBKM Curriculum,



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INTRODUCTION

The Independent Learning-Independent Campus Curriculum (MBKM) is an innovation in the education system that aims to give more freedom to students in choosing and managing their learning. This concept is part of improving education quality and producing graduates ready to face future challenges. Interested students can earn one semester of credit (SKS) in another program at the same university and study two semesters off campus through internships, student exchanges, research activities, or community service. Therefore, implementing the MBKM policy emphasizes active learning through developing creativity, innovation, and critical thinking in the learning process (Krishnapatria, 2021). The MBKM curriculum approach places students at the center of learning. Students have the freedom to explore their interests and develop their unique potential. The Merdeka curriculum also emphasizes developing 21st-century skills such as creativity, critical thinking, collaboration, and communication. However, with the introduction of the MBKM curriculum, various questions and challenges emerged that had to be critically evaluated.

This assessment is the first step in monitoring, collecting the right data to run according to the right guidelines. Program evaluation is very useful for decision-makers because it is based on the program evaluation results that decision-makers decide to supervise the implemented program. The application of the evaluation results is a recommendation from the evaluator to the decision maker (Arikunto & Jaber, 2018). Evaluation of this curriculum is important to ensure that the expected educational goals are met and that students receive the maximum benefit from a more flexible way of learning. This assessment can also lead to a better understanding of the strengths, weaknesses, and impact of the MBKM curriculum in educational settings. It is hoped that there will be changes in the world of education that are more focused on character development and *soft skills* based on competency (Rahayu et al., 2022; Ardianti & Amalsia, 2022).

This valuation aims to investigate the successes and challenges in implementing the MBKM curriculum in the Informatics and Computer Engineering Education Study Program (PTIK) at Bung Hatta University. Also, consider the opinions and experiences of educators implementing the MBKM Curriculum at Bung Hatta University. Through this article, it is hoped that it can provide better insight into the effectiveness of the MBKM curriculum in achieving the desired educational goals. This objective and comprehensive evaluation is expected to provide valuable input for policymakers, educators, and all parties involved in our country's education development.

The MBKM curriculum is implemented in every educational institution, including the Informatics and Computer Engineering Education Study Program (PTIK) at Bung Hatta University. As is well known, Bung Hatta University has implemented the MBKM curriculum since 2020. Accordingly, the Ministry of Education and Culture (Mendikbud) has issued Circular Letter (SE) Number 1 of 2020 concerning the Freedom of Learning Policy in Determining Student Graduation and Admission of New Students for the 2020/2021 Academic Year (RI Kemendikbud, 2020), which is regulated through the Free Learning Curriculum Guidelines (Aris Junaidi, 2020). Previously, the university still used the 2016 IQF curriculum before converting to MBKM in 2020. Along the way, this curriculum is being implemented in all study programs in stages in the 2021/2022 academic year. Implementing the MBKM curriculum refers to the curriculum guidelines issued by the Ministry of Education, Culture, Research, and Technology.

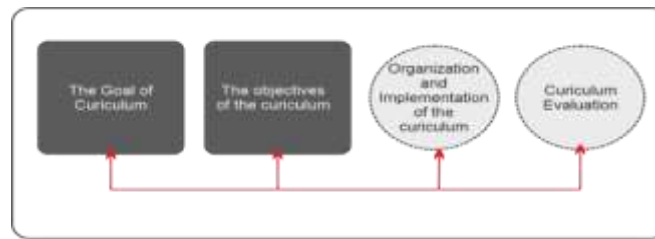
Curriculum evaluation involves explaining the strengths and weaknesses of the goals achieved, making decisions between accepting, revising, or rejecting the programs made, and filtering information to support the decisions made (Arofah, 2021). Model evaluasi yang digunakan dalam evaluasi kurikulum di Program Studi Pendidikan Teknik Informatika dan Komputer (PTIK) Universitas Bung Hatta adalah CIPP. The evaluation model used in the curriculum evaluation Informatics and Computer Engineering Education Study Program (PTIK) at Bung Hatta University is CIPP. The characteristics of the CIPP evaluation model are comprehensive and can be used in formative and summative evaluations, individual evaluation systems, and educational institutions (Sopha & Nanni, 2019, Agung et al., 2022). The CIPP model can help Informatics and Computer Engineering Education Study Program (PTIK) Bung Hatta University to decide whether to innovate. The model comprises four evaluation kinds: context, input, process, and product. These four evaluations are a complete series, but the evaluator can carry out one or a combination of several evaluations (Winarni et al., 2014).

The structure of the Merdeka Curriculum is based on 3 (three) things, namely: 1) Competency-Based, 2) Flexible Learning, and 3) Pancasila Character. Following are some principles for developing an independent curriculum structure: 1) Minimum Structure. The state determines the minimum structure of the curriculum, but educational units can develop additional programs and activities following the vision, mission, and available resources. 2) Autonomy. The curriculum allows educational units and teachers to design relevant, context-based learning processes and materials. 3) Simple. Previous curriculum changes were minimal but still significant. Goals, direction

of change, and planning are explained so schools and stakeholders can easily understand them. 4) cooperation. Curriculum development and learning tools result from the collaboration of dozens of educational institutions, including the Ministry of Religion, universities, schools, and other institutions. 5) Structure according to level. Learning with an independent curriculum is organized based on levels, namely PAUD, SD/MI, SMP/MTs, SMA/MA, and SMK/MAK.

The CIPP model was developed by Daniel Stufflebeam et al. at Ohio State University in 1967. This model is a comprehensive evaluation approach developed through individual and group conceptualization to obtain an empirical basis (Stufflebeam, 1971). The CIPP model focuses on a program's success level (Agung Wibowo et al., 2022). Based on the results of interviews related to the implementation of the MBKM curriculum, it was found that the problems that became anxiety in the implementation of this curriculum in the PTIK study program: 1) Context: Difficulties in designing an appropriate curriculum: This creates anxiety for study program managers because they need to adjust the existing curriculum with a more flexible approach and provide space for students to choose the courses they are interested in. 2) Input: Resource constraints, both in terms of lecturers, facilities, or other supporting infrastructure. This lack of resources is an obstacle to providing an adequate choice of courses and ensuring good quality learning for students. 3) Process: This component focuses on the implementation of the program being evaluated. Evaluation and recognition of student competence are important. However, broad freedom of learning raises concerns regarding the uniformity of assessment and competency recognition between study programs or universities. 4) Product: Although MBKM offers learning freedom, some students may have difficulty understanding the concepts and benefits of this approach. They may feel confused or unaware of the responsibilities and independent decisions they have to make when planning their study trip.

Developments in science and technology are penetrating civilization, opening up global competition with increasingly modern developments in digital technology. For this reason, educational institutions must produce graduates who are more competitive and qualified. Curriculum innovation is important for every educational institution to educate graduates according to national qualification requirements. The curriculum is a reference for educators in designing, developing, and transforming learning scenarios tailored to learning objectives. Curriculum as a blueprint and guide in implementing education to achieve set goals (Mubai et al., 2021; Neldawati & Yaswinda, 2022; Agung et al., 2022)

Figure 1. Model Curriculum Olivia, 2005

Source: Hasan et al., 2015

As shown in Figure 1, the curriculum model presented by Olivia includes curriculum goals and objectives. In addition, it also includes the organization and implementation of the curriculum. Curriculum implementation is an aspect that must be evaluated to determine the extent of its success (Hasan et al., 2015), likewise, with the implementation of the MBKM curriculum. The MBKM curriculum policy is supported by various forms of learning and the possibility to study in 3 (three) semesters for students outside their study program. The implementation of the MBKM program is aimed at undergraduate and applied graduates (except in the health sector). This program is still aimed at fulfilling the Graduate Learning Outcomes determined by each Study Program but with different forms of learning. The right to study 3 semesters outside the study program offers an opportunity for students to acquire additional competencies beyond the specified learning outcomes as a prerequisite for starting a career in the development world of work. In addition, the experience gained can strengthen graduates' adaptability to develop a professional social life and encourage lifelong learning habits (Agung et al., 2022).

The MBKM curriculum is an innovative approach to learning that promotes students' freedom, creativity, and autonomy in choosing and developing their interests and potential. In implementing the MBKM curriculum, evaluating this approach's effectiveness in achieving the set educational goals is necessary. Evaluation can be started by observing the curriculum's components, including objectives, teaching materials, processes, and assessment (Agung et al., 2022).

Several related studies; Evaluation of the Curriculum for the Undergraduate Program in Computer Systems Using the CIPP Stufflebeam Model with the authors Anak Agung Gde Ekayana and I Gede Ratnaya, Year 2022 results that evaluation of the curriculum for the Computer Systems undergraduate program using the CIPP model shows very effective results in all aspects of the CIPP assessment. This evaluation provides a rational response to concerns about the curriculum implemented in the study program and produces significant impacts and implications for the study

program activities (Agung et al., 2022). Evaluation of the application of the Islamic Religious Education (PAI) curriculum at SMP Islam Plus Al Hikam, Author Khuriyah et al. in 2023, shows that the curriculum has been well structured. However, there are several program obstacles, such as the limited number of study hours, lack of infrastructure support, delays and difficulties in practicing for some students, as well as the lack of religiosity-based extracurricular activities and good cooperation with parents (Asyrofiyah et al., 2023). Evaluation of the Independent Campus Learning Program (MBKM) implementation at the Science Faculty of UIN Sunan Kalijaga Yogyakarta Author Dien Fitri Awaliyah et al., the Year 2023, shows that this program benefits both institutions and students. Although there are still some gaps in the implementation, these gaps can be covered with rapid system improvements and adaptations (Awaliyah et al., 2023).

Evaluation of the implementation of the Independent Campus Learning Program (MBKM) at the Faculty of Economics and Business, University of Bandar Lampung, Author Defrizal et al., in 2022, shows that the context and input aspects of the MBKM program are considered very effective. The study program makes it easier for students to choose MBKM activities, and credit recognition for MBKM activities is appropriate (Defrizal et al., 2022). Evaluation of the implementation of guidance and counseling student internships using the CIPP method in the Independent Learning Campus Merdeka (MBKM) program, Author Rezki Amalia et al. The year 2023. shows that this apprenticeship was carried out effectively. Student work is following the objectives of the internship. Supporting facilities and equipment, human resources, finance/budget, procedures, and cooperation between campuses and partners are also good. The role of DPL (Field Supervisor) and tutors in apprenticeship activities benefit students (Amalia et al., 2023).

These writings show that program evaluations conducted using the CIPP model produce effective results and benefit both institutions and program participants. The evaluation identifies obstacles and successes in implementing these programs and provides recommendations for improvements that can be made to increase the effectiveness and benefits of the program. The purpose of this study was to identify the extent to which the dimensions of the relationship between context, input, process, and product used the CIPP model with the newness in the form of an evaluation of the implementation of the MBKM curriculum in the Bung Hatta University PTIK study program.

METHOD

This research is qualitative research with a case study approach. A study to describe social phenomena in depth based on the research context (Moeloeng, 2011). This research was conducted at the Bung Hatta University PTIK Study Program. The research data is in the form of an evaluation of the MBKM Curriculum Implementation using the CIPP model. At the same time, the interview method was carried out to obtain data that was not obtained from documents. Data sources were obtained from students, lecturers, and heads of the Bung Hatta University PTIK study program.

Observation, interviews, and documentation carry out data collection techniques. Three social research data collection techniques can be dialectically triangulated (Baron & McNeal, 2019). Observations were carried out from January 20 to May 2023. Respondents interviewed in this study were a research population that could be reached and could represent the subject, involving 20 (twenty) PTIK students, 3 (three) lecturers, and heads of PTIK study programs. Evaluation indicators may vary depending on the context and goals of the college. Meanwhile, the data analysis of the evaluation of the MBKM curriculum was carried out using the CIPP model. The evaluation process is carried out in the following steps:

Table 1. MBKM Curriculum Evaluation Using the CIPP Model

No.	Context Evaluation	Input Evaluation	Process Evaluation	Product Evaluation
1.	Identify goals and context	MBKM curriculum design and structure analysis	Review the implementation of the MBKM curriculum	Evaluation of the results and impact of the MBKM curriculum
2.	Review the policy and legal framework	Review the learning materials offered	Identification of obstacles or challenges faced	Review success.
3.	Review needs and expectations.	Evaluate resource availability	Review participation and response	Evaluation of the relevance and quality of graduates

FINDINGS AND DISCUSSION

Findings

Evaluation of the implementation of the MBKM curriculum using the CIPP evaluation model analyzes program preparation by taking into account the variables contained in the evaluation of this model, namely *Context, Input Process, and Product* (Luma et al., 2020). The CIPP model is very suitable as a method in this research because it reveals the extent to which the value and meaning

of the MBKM curriculum implementation in the PTIK study program. The research results are as follows:

Table 2. Objectives and Context of MBKM Curriculum Development

The Purpose and Context of Developing the MBKM Curriculum
a. Improving the quality of graduates: Producing graduates with qualifications and skills and a deep understanding of informatics and computer engineering
b. Strengthening students: Students get the freedom to study in universities. Giving freedom to organize and choose learning paths that suit their interests, abilities, and goals (Leuwol et al., 2020; Muhsin, 2021; Wijayanto, 2021; Sopiannyah et al., 2023)
c. Lifelong Learning: Integrates the principles of lifelong learning, enabling students to continue learning and developing throughout their lives. Continuing Master's and Doctoral studies, attending various training to increase knowledge and skills.
d. Collaboration between agencies: This collaboration aims to enrich student learning experiences through industrial work practices (prakerin), PLP in research vocational schools and PKM

Table 3. Relevant Policy and Legal Framework

Relevant Policy and legal framework
a. National Education System Law "Law No. 20 of 2003": Law governing the Indonesian national education system includes curriculum, learning, and quality development of human resources.
b. Regulation of the Minister of Education and Culture (Permendikbud): issued various regulations regarding the education system, including the curriculum. Permendikbud regarding MBKM may be issued or revised after September 2021. For example, Permendikbud No. 81 of 2014 regulates curriculum implementation in primary and secondary education.
c. Ministry of Education and Culture (MoEC) Decrees: Minister of Education and Culture Decrees are issued to regulate certain aspects of the education system. The MBKM regulations are likely to be issued after September 2021.
d. Technical guidelines or instructions: In addition to formal regulations, there may also be technical or official guidelines that provide more detailed information about the implementation of MBKM, including the curriculum design.

Table 4. Stakeholder Needs and Expectations

Stakeholder Needs and Expectations
a. Student: Need: Flexibility of the MBKM curriculum in choosing courses and study programs according to their interests and abilities PTIK students can take entrepreneurship courses at the Faculty of Economics. They want better access to interdisciplinary study opportunities, opportunities to take extracurricular courses, and opportunities to complete internships or fieldwork relevant to their areas of interest. Hope: They wanted this curriculum to focus more on developing practical skills such as communication skills, problem-solving skills, collaboration skills, and IT skills. In addition, students expect that personal development, entrepreneurship, and professional ethics will be sufficiently encouraged.
b. Teacher: Need: Desires the freedom to develop innovative content and teaching methods and integrate research and community service into the curriculum. Teachers also expect support and training to improve their teaching skills. Hope: Teachers hope the MBKM curriculum facilitates collaboration between disciplines and faculties.

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- They wanted the opportunity to be involved in curriculum development based on societal and industry needs. Teachers also hope to see clear recognition and incentives for community service and research related to the MBKM curriculum.
- c. Industry Parties: **Need:** They want to invest in developing practical skills related to work life, such as technical skills, management, project management, and interpersonal skills. The industry also expects university-industry collaboration in developing curricula and placing students for internships or fieldwork. **Hope:** The industry hopes the MBKM curriculum can produce graduates with a broader understanding of the business environment, work environment, and industry challenges.
 - d. Public: **Need:** Focus on project-based learning that incorporates social, environmental, and sustainability issues. Society also expects graduates to understand better cultural diversity and moral and ethical values needed to build an inclusive and sustainable society. **Hope:** The community hopes the MBKM curriculum can produce graduates who can quickly adapt to social, economic, and technological changes. They also hope tertiary institutions can become hubs for community development through community service activities that are relevant and integrated with the curriculum.
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Table 5. Design and Structure of the Merdeka Curriculum

Merdeka curriculum design and structure

- a. Learning Components: **Core Courses:** Computer Programming, Operating Systems, Computer Networks, Databases, Software Engineering, Web Programming, Artificial Intelligence, etc. **Elective Courses:** E-Learning, Geographic Information Systems, Mobile Application Development, Computer security systems, etc. **Projects and Research:** It helps students to develop research, analysis, and creativity skills—for example, PLP courses, Industrial Work Practices, KKN, etc.
- b. Flexibility: **Study Time:** Students can study according to schedule and without strict time constraints. It allows students to adapt their learning to their own needs and preferences. **Learning methods:** Support a variety of learning methods, including online learning, group discussions, fieldwork, projects, and so on.
- c. Time Frame: Freedom to set study time, no strict time limit. Students can change their time slot as needed.

Table 6. Learning Materials Offered

Learning materials offered

- a. Core Courses: offered in PTIK study programs such as Computer Programming, Operating Systems, Computer Networks, Databases, Software Engineering, Web Programming, Artificial Intelligence, etc.
- b. Elective Subjects: Consist of E-Learning, Geographic Information Systems, Mobile Application Development, Computer security systems, etc.
- c. Professional Training: Management Skills, Entrepreneurship, Research and Scientific Methodology, Presentation, and Effective Communication, Foreign Language Skills, Outdoor Classroom Learning Experience: Industry internships, Student exchanges, Social activities and community service, Field trips, and study tours, research and development projects

Table 7. Availability of Resources that Support the Implementation of the Independent Curriculum

Availability of resources that support the implementation of the Merdeka curriculum
a. Facilities: Access to an extensive library, laboratories, adequate lecture halls, student activity center, and sports facilities. Universities can also consider flexible learning (Sopiansyah et al., 2023).
b. Lecturers: Universities need to develop professional development programs for lecturers to meet the needs of implementing the MBKM curriculum.
c. Support personnel: Academic administration staff can assist students with curriculum planning and related administrative processes, and contact staff can assist students in accessing off-campus resources and opportunities, such as internships, research, or social activities.

Table 8. Implementation of the Independent Curriculum

Implementation of the Merdeka curriculum
a. Learning Strategy: Project-Based Learning: Students are given real projects related to their daily lives and the environment around them in multimedia technology courses, website development, etc.
b. Collaboration and Teamwork: Students learn to communicate effectively, share tasks, and support one another in achieving common goals.
c. Use of Digital Technology and Resources: Integrated into the learning process. Students use digital devices, applications, and the internet to access information, research, and communicate.
d. Problem Solving and Creativity: Students are taught problem-solving skills and creativity through a problem-based approach. They learn to think critically, identify problems, and develop innovative solutions.
e. Evaluation Method: Authentic Assessment: Evaluation uses real tasks and projects—for example, presentations, physical products, or application development. Assessment will involve aspects of creativity, collaboration skills, and application of knowledge.
f. Portfolio: Students collect and compile a portfolio containing projects, assignments, and personal reflections that show student progress and achievements reflecting their work during the learning process.
g. Formative Assessment: Lecturers will provide continuous feedback to students during the learning process. Formative assessment will help students understand their progress and provide opportunities to improve their performance.
h. Quality of Implementation: Trained Educators: Lecturers receive training and professional development relevant to implementing the MBKM Curriculum. They have the knowledge and skills to organize learning according to this curriculum approach.
i. Adequate Resources: Institutions provide the necessary resources, including technology and infrastructure, to support the implementation of the MBKM Curriculum. It includes access to digital devices, internet connections, libraries, and laboratory facilities.

Table 9. Constraints or Challenges in the Implementation of the MBKM Curriculum

Constraints or challenges in the implementation of the MBKM curriculum

- a. Institutional Readiness: Provision of appropriate facilities and technology, training for lecturers and staff, and coordination between units within the institution.
- b. Limited Resources: Limited resources may affect the ability of tertiary institutions to provide the necessary programs and support for MBKM.
- c. Mindset Change: Emphasizing a more flexible, learner-centered, and competency-based learning approach. It requires a change in mindset and academic culture in higher education. Some faculty and staff also experience resistance to change and need support and training to adopt new approaches.
- d. Coordination between Study Programs: There must be good coordination between study programs in tertiary institutions. Evaluation and Monitoring: Clear performance indicators, accurate evaluation methods, and effective feedback mechanisms are needed to track progress and identify areas of improvement.

Table 10. Student Participation and Response and Lecturer Involvement

Student participation and response, as well as lecturer involvement

- a. **Student Participation:** Students can participate in making decisions related to the curriculum, such as through consultation mechanisms, discussion forums, or selecting student representatives. Students' active participation in the MBKM Curriculum can help them develop competence and a better understanding of the field of study they are interested in and improve their social and leadership skills. **Student Response:** Some students enthusiastically and actively participate in the programs offered, while others are more passive or skeptical of these changes. Educational institutions must communicate the benefits and goals of the MBKM Curriculum to students.
- b. Lecturer Involvement: Lecturers act as facilitators, holding discussions, group assignments, or projects that allow students to apply the knowledge they gain. In addition, lecturers can also play a role in designing and developing new courses or programs that follow the MBKM Curriculum, ensuring a balance between academic competence and practical competence needed in the world of work.

Table 11. Results and Impact of the MBKM Curriculum on Students and Graduates

The results and impact of the MBKM curriculum

- a. Increased learning flexibility: Giving freedom to students to choose courses according to their interests and needs.
- b. Development of cross-disciplinary skills: Informatics engineering students can take courses in management or entrepreneurship, giving them additional skills to increase their competitiveness in the job market.
- c. Enhanced creativity and innovation: To encourage new ideas, collaborative projects, or unique works of art.
- d. Improved job readiness: Students better understand various aspects relevant to their careers and the additional skills needed to adapt quickly to diverse work environments.
- e. Increased student engagement: With more flexible course options, students become more involved in learning and are more motivated to achieve their academic and career goals.
- f. Increased educational accessibility: With distance or online learning programs, students can access courses from other universities or participate in programs relevant to their interests without having to move places or incur high costs.

Table 12. Success in Achieving Set Goals and Expectations

Success in achieving the goals and expectations that have been set up
a. Active Participation: This includes involvement in various extracurricular activities, research projects, internships, or community service programs.
b. Competency Achievement: This competency includes academic skills, social skills, leadership skills, and professional skills relevant to the student's field of study.
c. Increased Comprehension: This can be reflected in increased academic grades, increased critical thinking skills, analytical skills, and the ability to apply knowledge in practical contexts.
d. Social Impact: This could include contributing to community service projects, participating in social initiatives, or creating solutions to community problems.
e. Personal Development: This includes developing a proactive attitude, adaptability, independence, leadership, and work ethic.

Table 13. Relevance and Quality of Graduates Meet the Demands of the Job Market or Community Needs

The relevance and quality of graduates meet the demands of the job market or the needs of society.
a. Curriculum Flexibility: Students can develop diverse and relevant skills to the job market's needs.
b. Improvement of Practical Skills: Apprenticeship, research, entrepreneurial programs, or other off-campus activities can help students develop practical skills highly valued by the world of work.
c. Collaboration with Industry: Students can access knowledge and practical experience relevant to the job market's needs, collaboration with multimedia studies: computer service and sales.
d. Development of Soft Skills: These skills are essential in meeting the demands of an increasingly complex job market.
e. Off-campus learning experience programs: This can improve the quality of graduates in meeting the demands of the job market.
f. Mentoring and coaching: Includes academic advisors who assist students in planning their course of study and provide advice on relevant course choices. With good mentoring, students can better understand the demands of the job market and choose appropriate courses.
g. Evaluation and Monitoring: Measuring graduates' success in entering the job market or meeting community needs. This evaluation can assist in identifying the strengths and weaknesses of the curriculum and making necessary improvements.

Discussion

MBKM curriculum evaluation using CIPP evaluation at The Bung Hatta University PTIK Study Program is carried out with a process of evaluation context, input, process, and product evaluation. In the curriculum context, the PTIK study program has the right to formulate identification and objectives rather than implementing an independent curriculum. It can refer to the strategic plan of the Faculty and the vision and mission of Bung Hatta University. In this context, the needs and expectations for implementing the curriculum must follow the vision and mission of the University, Faculty, and PTIK Study Program.

The CIPP evaluation is based on decision-making (Stufflebeam, 1971). This evaluation can be used following the objectives formulated (Stufflebeam & Zhang, 2017)—evaluation of decision-making models. CIPP stands for Context, Input, Process, and Product. The selection of the evaluation model to be used is adjusted to the evaluation objectives (Winarni et al., 2014). The input step in the Bung Hatta University PTIK Study Program is carried out by analyzing the curriculum's design and structure, reviewing the lecture material offered, and evaluating Human Resources. It follows the MBKM Curriculum guidelines released by the Indonesian Ministry of Education and Culture (Krishnapatria, 2021). The input process is crucial in evaluating the CIPP model (Finney, 2020). At this stage, the PTIK study program can track lecture materials relevant to students' current and future needs. Not just to meet the needs of the present.

The evaluation process step is essentially to measure the success of the program that has been implemented (Cao, 2022). At least it measures the standards for running programs formulated, implemented, and constraints (Aziz et al., 2018). The evaluation process at the Bung Hatta University PTIK Study Program is carried out by reviewing the independent curriculum, what obstacles and obstacles have been encountered while using the curriculum, and how student participation and internal and external responses are PTIK study program students can participate in making decisions related to the curriculum through consultation mechanisms, discussion forums, or selecting student representatives. Then lecturers in the PTIK study program can become facilitators, such as guiding group discussions, project performance, and student assignments. Lecturers can have a balance between academic competence and practical competence of PTIK study program students needed in the world of work.

The product evaluation stage in the Bung Hatta University PTIK study program is carried out by identifying the results and impacts of the MBKM curriculum, reviewing successes, and identifying the relevance and quality of graduates. Some impacts are increasing learning flexibility and developing cross-disciplinary learning skills for the ICT study program. Then the relevance value stage is found by increasing practical skills and collaboration with industries that are relevant to informatics. A very important matter in the CIPP evaluation stage (Hasan et al., 2015). Products are a measure of the success of the program process (Rooholamini et al., 2017). Indicators of product success can be identified through active participation, competency achievement, increased understanding, and social impact (Darma, 2019). Products from the independent curriculum are more directed at how university graduates can contribute to work and society (Elihami &

Melbourne, 2022). That is why student products of the Bung Hatta University PTIK study program are always evaluated regularly. Evaluation can go through *tracker study* or other media.

The findings of this study follow research (Pujiastuti et al., 2021) that thematic learning contexts are carried out so that students can master and develop various subject competencies in one theme. The learning process is carried out synchronously and asynchronously. The learning outcomes obtained are already in the good category. Then research (Yusuf et al., 2022) shifted slightly from educational evaluation, namely evaluation of agricultural programs. According to him, the CIPP evaluation model can reach various systems universally. Research (Yazdani & Moradi, 2017) uses the CIPP evaluation model for midwifery study programs. Some things that are evaluated include the course planning process, learning, outcomes, and impact so that the evaluation of the MBKM curriculum using the CIPP model in the Bung Hatta University PTIK study program is one of the reconstructive offers for a better and progressive educational methodology.

CONCLUSION

Evaluation of the independent curriculum using the CIPP model in the Bung Hatta University PTIK study program by systemizing the evaluation context, input, process, and product evaluation is held. *First*, the context of the curriculum in the PTIK study program is to formulate identification and objectives rather than implementing an independent curriculum. *Second*, input steps in the Bung Hatta University PTIK Study Program are carried out by analyzing the curriculum's design and structure, reviewing the course material offered, and evaluating Human Resources. *Third*, the evaluation process is carried out by reviewing the independent curriculum, the obstacles and obstacles encountered while using the curriculum, how students participate, and internal and external responses. *Fourth*, the evaluation product is carried out by identifying the results and impacts of the MBKM curriculum, reviewing successes, and identifying the relevance and quality of graduates.

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