



## THEMATIC CURRICULUM ANALYSIS USING CONTEXT, INPUT, PROCESS AND PRODUCT EVALUATION MODELS

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**Abstract:** This study aimed to determine how the readiness of grade IV and V teachers in thematic learning planning in SD / MI in Central Kalimantan. This research used descriptive qualitative methods. Data collection techniques through interviews, observation, and documentation. The research was conducted in 7 schools spread across 1 city and 2 districts in Central Kalimantan. Data analysis techniques using Miles and Huberman with data validation techniques triangulation techniques. The results of this study showed that in the context through needs analysis, it is known that the curriculum used by 5 schools is the Thematic curriculum, while the other 2 schools use the Merdeka curriculum. As for the preparation of lesson plan learning tools, it was done in teams by the teacher concerned, the input obtained is learning tools, along with materials, teaching materials, methods, and learning strategies. As for the learning process of the Thematic curriculum, 70% is carried out by permapel, and the resulting product is a form of final assessment using digital madrasah report and digital report application. The implication of this study was to provide an evaluation of the use of the CIPP Model (Context, Input, Process, Product) model, so that it can be a reference to develop and have an impact on improving the quality of learning through the right model in learning, especially in thematic learning.

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## INTRODUCTION

Learning is a process carried out by an educator in order to help students to learn well. There are several types of learning today, including thematic learning. Thematic learning is a form of learning activity that combines material from various subjects into one theme or topik (Hesti et al., 2022). Thematic learning is considered as learning that matches the holistic way of thinking of children (Algivari &Mustika, 2022). That thematic learning is a learning strategy that is carried out in order to provide meaningful experiences by involving various subjects in one subject (Halimatussakdiah, Sidik, Maharani, 2022). As described above, it can be seen that Thematic learning is learning that is taught in an integrated manner, in the sense that in one learning activity it contains various subjects. However, this is different from the real conditions that occur in

the field. Based on the results of observations and interviews conducted by researchers, it is known that there are still many schools that use the 2013 curriculum or thematic learning, but in reality the learning process is not 100% using thematic learning, both from the implementation, to the way of assessment. Events in the field even show that there are teachers who do not understand how to apply thematic learning, both from planning, process, and evaluation of learning.

Based on the findings of researchers in the field, there are several problems in thematic learning, namely 1) teacher readiness in lesson planning including syllabus, lesson plans, student worksheet and learning media found the absence of learning indicators because the teacher uses 1 sheet lesson plan, the learning objectives have not used the ABCD formula. 2) teacher readiness in learning related to learning methods and materials 3) the learning process found that teachers do not use lesson plans as guidelines in the learning process.

In line with this, Mutia Azzahra in her research said that students also experience difficulties in thematic learning, including because the material is too much, requires quite high reasoning to understand the material, and students are often confused and bored during learning (Azzahra, 2022). Thus, to be able to know in depth about the application of thematic learning, it is necessary to evaluate learning.

Learning evaluation is a component in the education system that is carried out with good planning which aims to measure the level of success that students want to achieve in the learning process (Handayani & Muhammadiyah, 2020). In the learning process, the assessment of learning outcomes is not the end of the learning process, but it is necessary to re-evaluate the assessment, which includes evaluating the input, output, and quality of the learning process itself which can be seen from the learning process (Sarifuddin, 2021). In line with this, according to Riadi, learning evaluation is a form of assessment of the process of teaching activities in a planned manner (Phafiandita et al., 2022).

Learning evaluation actually departs from the assessment of the learning process. (Othman, 2020) in his research stated the same thing that learning evaluation is carried out starting from the assessment of the learning process. Such as curriculum, infrastructure, methods and learning media. (Rahimah R, 2022) states that infrastructure facilities have a significant influence on the learning process. As is known, the learning process was carried out online some time ago, Limited Face-to-Face Learning, and only in the 2022/2023 school year it was carried out fully offline. Online learning activities certainly have a big impact on learning activities, including planning, implementation, and learning outcomes. Online learning has obstacles as mentioned by Latip, including those related to the readiness of human resources, unclear government directions, and the absence of an appropriate distance education curriculum (Latip, 2020).

In addition to online learning, even during normal learning, learning will not be separated from various problems, one of which is in the implementation of thematic learning in elementary schools which really needs to be evaluated to find out problems and solutions in its implementation. Learning evaluation can

be done using the context, Input, Process, Product model, which identifies 4 types of evaluation consisting of context, including syllabus, lesson plans, student's worksheet and learning media. Input includes learning methods and materials. Process includes the learning process and product includes the implementation of learning outcomes assessment (Wibowo, A., Armanto, D., & Lubis, 2022).

Based on the 4 evaluation processes in the CIPP model and starting from the results of interviews and literature analysis described earlier, there are various problems in thematic learning, so with this reality, research on the topic of thematic curriculum implementation is considered very important to do. Therefore, this research is focused on the application of thematic learning in grades 4 and 5 in elementary school with the aim of research to be able to find out how the application of learning and solving problems in it, which will be discussed in the research title Evaluation of Thematic Learning Using the Model Context, Input, Process, Product in elementary school in Central Kalimantan.

### RESEARCH METHOD

The type of research to be used was a qualitative method with a type of evaluation research conducted while the program is still running (Mardiah & Syarifuddin, 2019). This research uses the CIPP model. The CIPP model works like a system (Rindawan et al., 2023). Data collection techniques in this study were observation, interview, and documentation (Hardani et al., 2020). The research was conducted in 7 schools spread across 1 city and 2 districts in Central Kalimantan, namely, Palangka Raya City, among others: Percobaan elementary school, 3 Islamic elementary school 3, and Al-Furqon Palangka Raya integrated Islamic elementary school, Pulang Pisau Regency, namely: Maliku Islamic elementary school and 2 Pulang Pisau Islamic elementary school, and Katingan district, namely: Katingan 3 Islamic elementary school and Telangkah 1 Islamic elementary school. Data analysis techniques using Miles and Huberman with data validation techniques triangulation techniques.

### RESULT AND DISCUSSION

Based on the results of data collection through interviews, observations and documentation, the data obtained based on the evaluation using the CIPP model (Context, Input, Process, Product) can be described as follows:

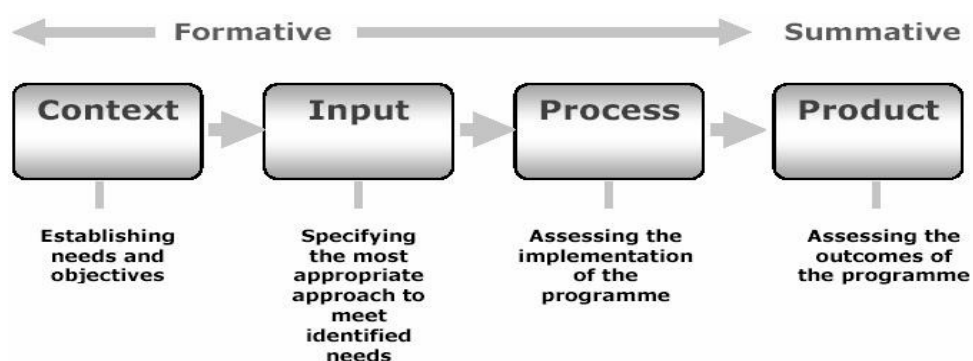


Figure 1. CIPP Model

### **Context Component in Thematic Learning**

Context evaluation in thematic learning starts from the education curriculum and the preparation of learning tools. The curriculum according to Law No. 20 of 2003 is a set of plans & an arrangement related to the objectives, content, teaching materials, and methods used as guidelines in organizing learning activities to achieve a national education goal (Ramadhan, 2023). The learning device is according to Daryanto and Aris is a form of preparation made by a teacher before they carry out the learning process (Wibowo, A., Armanto, D., & Lubis, 2022).

Based on the results of research related to the applicable curriculum, it is known that of the 7 schools studied, 2 of them have used the Merdeka curriculum, while the other 5 use the 2013 curriculum or Kurtilas. The 2 schools that use the Merdeka Curriculum implement phase B, namely the Merdeka curriculum for grades 3-4 only, while grades 5 still use the 2013 curriculum or still use thematic learning. According to the phase, the implementation of the independent curriculum is divided into 3 phases, namely phase A for grades 1-2, phase B for grades 3-4, and phase C for grades 5-6 (Wiguna, I. K. W., & Tristaningrat, 2022). The implementation of phase B in the 2 schools studied was carried out specifically in grade 4.

One of the reasons for implementing phase B of the Merdeka curriculum is that schools want to immediately implement learning with a separate system in each subject as it was before the implementation of the 2013 curriculum. This is in line with the large differences between the 2013 curriculum and the Curriculum at the Education Unit Level, which has several similarities to the Merdeka curriculum, such as in the mindset of the 2013 curriculum, all subjects must participate in the formation of affective aspects, psychomotor aspects, and cognitive aspects in students, while in the previous Education Unit Level Curriculum, the separation of subjects to form these 3 aspects was very clear. Thus, the school's decision to implement the Merdeka curriculum is certainly based on the idea that the Merdeka curriculum will be easier to implement considering that the type of learning is like Education Unit Level Curriculum, namely *permapel* learning.

In terms of the level of implementation of the Merdeka curriculum itself, the 2 schools observed are still at the second level, namely the independent change level. The levels or options for implementing the independent curriculum itself basically consist of 3 levels, namely the independent learning level, namely the education unit is given freedom when implementing several parts or principles of the independent curriculum, without having to change the education unit curriculum that is being used, both in the preschool education unit, as well as grade 1 and 4 elementary school as well as grade 7 junior high school, and grade 10 senior high school. The second level is independent change, where education units are given freedom when implementing an independent curriculum by using learning tools that have been prepared, both at the preschool level, elementary school grades 1 and 4, junior high school grade 7, and senior high school grade 10; the last level is independent sharing, where education units are

given freedom in implementing an independent curriculum accompanied by independent development of various learning tools, both at the preschool level, elementary school grades 1 and 4, junior high school grade 7, and senior high school grade 10 (Rahimah R, 2022).

The Merdeka Curriculum is here to improve the implementation of the 2013 Curriculum. This is supported by the results of Wahyuni's research that teachers have difficulties in implementing the 2013 Curriculum in terms of preparing lesson plans, implementing scientific learning, and assessing learning (Wahyuni, 2019). Then the results of a study from Maladerita, et al, which explained that the 2013 Curriculum was too complicated in terms of implementation (Angga et al., 2022). Furthermore, it is strengthened by research from Krissandi and Rusmawan that the implementation of the 2013 Curriculum is constrained by the government, school agencies, teachers, and parents of students, as well as students themselves. Because of this, the government made a breakthrough with the Merdeka Curriculum. Like the results of research from Nyoman, et al that the teacher's understanding of the implementation of the Merdeka Curriculum is still in the sufficient category, and development is needed (Angga et al, 2022).

Based on the description above, it can be concluded that currently the use of kurtilas is still widely used, but it does not rule out that its implementation contains many problems in the planning and implementation process, so that to address this, and to meet school needs for student understanding, the level of human resources of teachers and students, and so on, schools can implement the Merdeka curriculum, which basically has many similarities with the previous Education Unit Level Curriculum.

Furthermore, in the context component of thematic learning, namely the preparation of learning tools which include lesson plans or lesson plans. Based on the research results, it is known that of the 7 schools studied, 3 of them compiled or made lesson plans together by forming special teams. This lesson plan making team is also known as the work team, and the Teacher Working Group. As for the implementation of making these lesson plans for 1 class requires 3-5 teachers who are in charge of making lesson plans according to the existing themes in one learning period, as is the case in one of the schools in Palangka Raya, grade 5 lesson plans consisting of 5 themes in 1 semester require 5 teachers in its implementation, where 1 teacher handles for 1 theme, so that when the preparation process is complete, the lesson plans are ready to be used for the next 1 semester.

The purpose of making the lesson plans together is so that teachers can exchange ideas about the material to be taught and remain interconnected from one theme to the next. In line with the process of making lesson plans, the lesson plans made by one of the schools studied were Thematic lesson plans that had been developed, and it was also known that almost all schools studied made 1 sheet lesson plans. This is in line with the policy for simplifying the 1-sheet lesson plan contained in circular No. 14 of 2019, which aims to make teachers prioritize student activeness in learning and not be burdened by learning administration (Harnanto, H., Faradisa, E., & Saputro, 2021).

From the observations made, it is known that there are still many teachers who make lesson plans but are not in accordance with the learning activities carried out. The lesson plan used by the teacher, namely the 1-sheet Lesson plan, already contains learning objectives, but it was found that there were no indicators based on the circular letter of the Minister of Education and Culture of the Republic of Indonesia Number 14 of 2019 concerning Simplification of Learning Implementation Plans. The lesson plan, which previously consisted of dozens of components, is now simplified to three core components that can be made in just one page (Mayudana, 2019). The core of the lesson plan focuses on learning outcomes, implementation and assessment. Learning outcomes are summarized in learning objectives which are a description of indicators, and the indicators themselves refer to basic competencies. So by including learning objectives, the indicators and basic competencies have actually been summarized in it. From the seven schools studied, three contained ABCD learning objectives (Putri, S. A., & Fathoni, 2022). Writing a complete learning objective must refer to the principles of its formulation. There are several principles recommended by education experts. In this discussion, the principle that learning objectives must contain elements referred to as ABCD will be presented. In this discussion, the principle that learning objectives must contain elements referred to as ABCD will be presented, namely audience or students, behavior or behavior, condition or condition, and degree or criteria.

Based on the context analysis which includes curriculum and lesson plans, it can be concluded that starting from the needs analysis, development, modification, or change in the curriculum is important to do so that problems in thematic learning are not only limited to being heard, but also taken action. As for the needs analysis in making lesson plans, namely, the large number of lesson plans made by the teacher can be easily completed.

### **Input Component of Thematic Learning**

Based on the research results, it is known that one of the schools in Katingan has a module and a special teacher's guidebook from the Ministry of Education and Culture. Based on this, he explained that the content of the module already contains learning objectives, there is a Decree, Kompetensi Dasar (KD) and learning steps, what to do, then there is an evaluation for students. So that the teacher can immediately renovate or adjust the contents to the circumstances of his students. Teaching modules are learning tools or learning designs based on the curriculum that are applied with the aim of achieving predetermined competency standards. Teaching modules have a major role to support teachers in designing learning (Maulida, 2022).

From the seven schools studied, the majority of lesson plans used by each school were 1-sheet lesson plans. The process of making lesson plans goes through 3 stages. First, the lesson plan is prepared by the team in charge, then the lesson plan is submitted to the Waka Kurikulum, then if there are improvements, the lesson plan is again improved by the team, but if there are no improvements, the next lesson plan will be submitted to the Principal for

validation. The preparation of lesson plans is carried out for the next 3 months or 1 lesson plan for half a semester of learning. Thus, the input obtained is the availability of learning tools for the next 3 months to fulfill the supply of lesson plans, as well as various methods, media, and learning strategies resulting from the preparation of lesson plans.

### **Thematic Learning Process**

Various problems are prone to occur in the application of this Thematic, one of which is that there are schools that apply this thematic learning system in the first week only, then in the following week return to using a separate learning system for each subject. As for the material taught, 80% use thematic package books, either published by Erlangga, or the like. Of the 7 schools, 3 of them are known that thematic learning has not been fully carried out with integrated themes, because in the learning process, teachers still differentiate between one subject and another.

As for the learning implementation process, there are 5 components that will be evaluated, namely the material component, teaching materials, methods, media, and school infrastructure.

### **Learning Materials**

Based on the research results, it was found that 80% of the material used was thematic learning material, both using books published by Erlangga and other publications. In providing material, it is known that one school in Kasongan applies 1 lesson for 1 day. The material taught at one of the elementary schools in Palangka Raya is by explaining the material all at once for one week. So, in one week, all the lessons in one theme are explained sequentially until the end. However, assignments after the material is delivered are still given according to the content. In the process of learning activities carried out at one of the schools in Palangka Raya, there are several special programs and subjects taught by the school, namely English, Arabic, Tinkom, Islamic nuances (PPI, and dhuha prayers), comprehensive, and Brain Gym. Before starting learning, students are invited to do a brain gym first with the aim of providing refreshment to students before starting learning. Then the Islamic Nuance program is filled with Koran recitation activities, Duha prayers, and PPI. Apart from that, there are also comprehensive subjects, namely exam activities or student munaqashah after memorizing, where the memorization has its own target in each class, starting from memorizing short surahs for lower classes, to memorizing Yaasiin for higher classes. As a form of student appreciation, the teacher gave certificates of appreciation to students who had taken comprehensive classes when they were promoted.

### **Teaching Materials**

Teaching materials are all forms of materials used to assist teachers in carrying out teaching and learning activities. Regarding teaching materials, one of the elementary schools in Pulang Pisau uses companion books, apart from

the main textbooks, to support learning. From the results of interviews it is known that some teachers at the school use accompanying books provided by the school itself. As also happened in Katingan, which used teaching materials in the school library.

### **Learning Method**

Based on the research results, it is known that the learning methods and models used are varied, one of which is the discussion method which is often carried out in one of the schools in Palangka Raya. The implementation of the discussion method is supported by the classroom environment where students use folding chairs, so that when discussion activities occur that require students to move from place to place it becomes easier. Apart from that, learning activities at the school place more emphasis on students' technological abilities. This can be seen from the active activities of students in studying computers through Tinkom subjects.

According to (Pertiwi et al., 2022) a method is a method used to achieve predetermined learning objectives. Determining the method that will be used by the teacher in the learning process will greatly determine the success or failure of the learning that takes place. Apart from discussion, there are other methods that teachers can use to carry out learning. as is the case in elementary schools in Palangka Raya, namely using the demonstration method. So, when learning takes place the teacher can model in advance what the students will do. The demonstration method is a teaching method that uses demonstration to clarify an understanding or to show students how to do something.

### **Learning Media**

Based on research results, the media used usually uses concrete media to support learning, for example material on forms of wind energy, namely the activity of making windmills from the origami paper that has been provided and used plastic bottles that are around. Apart from being an intermediary in teaching and learning interactions, learning media has a role as a tool to help the effective teaching and learning process. Media acts as a tool to convey learning material. With learning media, it is hoped that students can gain various real experiences, so that the lesson material presented can be absorbed easily and better. (Putri et al., 2022) stated that the use of instructional media in the teaching and learning process can generate new desires and interests, generate motivation and stimulation of learning activities, and even have psychological influences on students.

### **Learning Tools**

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لَكُمْ دِينُكُمْ وَلِيَ دِينِ

Meaning: For you your religion, and for me my religion.

The availability of computer equipment in the school LAB also supports the learning process. As contained in the Government Regulation of the Republic of Indonesia no. 19 of 2005 in Chapter VII Article 42 concerning infrastructure standards states that (1) Every educational unit is required to have facilities which include furniture, educational equipment, educational media, books and other learning resources, consumable materials, and other equipment needed to support regular and continuous learning process. (2) Every educational unit is required to have infrastructure which includes land, classrooms, educational unit leadership rooms, educators' rooms, administration rooms, library rooms, laboratory rooms, work workshop rooms, production unit rooms, canteen rooms, power and service installations, a place to exercise, a place to worship, a place to play, a place to be creative, and other spaces/places needed to support an orderly and sustainable learning process. Meeting good infrastructure standards will of course further support the learning process itself.

### **Product Components (Product)**

From the 7 schools studied, almost all schools carried out assessments using a separate subject or content system. This was done because if the assessment was carried out using a thematic system, teachers would have difficulty inputting the grades.

Based on interviews, it is known that this thematic learning assessment is divided into assessments of attitudes, knowledge and skills. To assess attitudes, this means the teacher must observe each child. This attitude assessment is carried out in the classroom by directly observing the attitudes and behavior of students. Learning evaluation is important to pay attention to because by using appropriate evaluation techniques, student competency achievement can be known. This is supported by Ralph Tyler's statement which states that assessment is a component that is no less important than other components because assessment is a process of collecting data to determine to what extent, in what terms, and how educational goals have been achieved. In learning activities, students can also produce student work, such as making pictures, making advertisements, making comics, and so on.

As for the assessment stage, especially in Penilaian Akhir Semester(PAS) and Penilaian Akhir Tahun(PAT), evaluation is carried out by paper, this is done to make it easier for teachers to sort questions according to subjects. The report

cards used are Digital Madrasah Report Cards, which can be accessed by school operators.

There are three principles underlying thematic learning assessment. As stated by Rusman, thematic learning assessment is no different from assessment in conventional learning activities. Therefore, the principles are the same as the principles of assessment in conventional learning, namely; Integral and comprehensive principles, namely assessments that are carried out completely and comprehensively on all aspects of learning, including knowledge, skills, attitudes and values. Continuous principle, meaning that assessment is carried out in a planned, continuous and gradual manner to obtain an overview of the development of student behavior as a result of learning activities (Halimah et al., 2023).

The objective principle of assessment is carried out using existing measuring tools and carried out objectively, so that it can describe the abilities being measured. Based on an interview with one of the deputy mayors, it is known that the assessment uses a per subject assessment system because it adapts to the RDM. Assessment per theme was implemented at the beginning of the implementation of the 2013 curriculum, and only once. Next, we use the assessment for each subject. The "Madrasah Digital Report Card" application or what is often called RDM is a report card application that replaces the Digital Report Card Application which is often called ARD. This application was developed by the technical team of the Indonesian Ministry of Religion. It is hoped that the development of this application can make it easier for educators to process student learning outcomes.

Madrasah teachers and educators are expected to actively study this RDM application, which is an improvement on the digital report card application (ARD) that madrasahs have previously used. The RDM application was developed in order to realize effective madrasa governance and support the madrasa digitalization program. Apart from that, technology can make it easier for teachers to carry out evaluations (Listiadi, 2024). So there needs to be special training so that teachers can use the RDM application (Hikmah et al., 2022). In one school in Palangka Raya, the teacher carried out an attitude assessment by observing through a zoom meeting, there were children who turned off the camera, then were nosy scribbling on the walls when the material was being delivered. These things are part of the assessment material. Then, when submitting assignments in Classroom, you can see whether students submit them on time or not. In the assessment aspect, K-13 expects teachers to emphasize the process aspect, not just assessing the results. Assessment according to K-13 encourages a shift from assessment through tests (measuring knowledge competencies based on results only), towards authentic assessment (measuring all attitudes, skills and knowledge competencies based on processes and results).

In general, evaluation is defined as an assessment. In education, evaluation needs to be carried out to improve the quality of education itself. through educational evaluation, weaknesses and solutions to problems can be solved

(Sodikin, S., & Gumiandari, 2021). Thus, evaluation activities are carried out to determine the level of success of a program, where one of the evaluation models used is the CIPP model.

The CIPP model is an evaluation model developed by Stufflebeam which identifies 4 types of evaluation, namely context, input, process and product evaluation (Kurniawati, 2021). Context evaluation is an evaluation in terms of planning or preparation which contains a needs analysis, where through this evaluation it is hoped that it can help in teaching needs through planning. Input evaluation or feedback determines a plan that will be used as a decision, or in other words, input evaluation speaks to what is obtained after evaluating the context. Process evaluation identifies an implementation decision or in this case focuses on how an activity runs. Product evaluation is an activity to evaluate the results of decisions, or in this case focuses on what results are obtained from the learning process (Ambiyar, 2019).

## **CONCLUSION**

Willingness of class IV and V teachers to plan thematic learning in SD/MI throughout Central Kalimantan. The teacher's willingness can be seen from the plans made such as the lesson plan. Of the seven schools studied, 100% of class V used the 2013 curriculum with a thematic learning system. There are 3 schools whose teachers prepare lesson plans together to form teams. Thematic learning process in SD/MI throughout Central Kalimantan. Of the seven schools studied, only one school implemented full thematic learning since the start of the 2013 curriculum, the rest only implemented thematic learning at the beginning, then continued with the subject system until now. Teachers carry out teaching and learning activities even though there are things that are not in accordance with the lesson plan when carrying out learning activities. Organizing thematic student learning outcomes assessments in elementary school throughout Central Kalimantan. Of the seven schools studied, all schools carried out assessments using E-Report by separating each subject or content. Meanwhile, the curriculum used by 5 schools is the Thematic curriculum, while the other 2 schools use the Merdeka curriculum. Meanwhile, the lesson plan learning preparation tools are carried out over time by the teacher concerned, the input obtained is in the form of learning tools, along with materials, teaching materials, methods and learning strategies. Meanwhile, 70% of the Thematic curriculum process is carried out on a permapel basis, and the resulting product is in the form of a final assessment using RDM and ARD. The implication of this research is to provide an evaluation of the use of the Cipp Model (Context, Input, Process, Product), so that it can become a reference for developing and having an impact on improving the quality of learning through the right approach. models in learning, especially in thematic learning.

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