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| RESEARCH ARTICLE

Freedom of Curriculum: Evaluation of CIPP Early Childhood Education Co-Curricular Activities Program in Baruga Kendari City

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| ABSTRACT

This study aims to evaluate the co-curricular activity program in Early Childhood Education (PAUD) in Kendari City using the CIPP (Context, Input, Process, Product) evaluation approach. Data were collected from 6 schools with 43 respondents consisting of PAUD educators and managers, using an instrument in the form of a questionnaire that was analyzed descriptively quantitatively. The results of the study indicate that in the Context aspect, the condition of the school, students, educators, and school environment are in the good category with an average value of 14.40, 10.72, 10.79, and 10.86, respectively. In the Input aspect, facilities and infrastructure are considered quite adequate (mean 17.74), while the budget and involvement of external parties are still the main challenges with an average value of 11.19 and 10.49, respectively. Educator training is in the fairly good category with an average value of 13.91. In the Process aspect, student participation in co-curricular activities reached a good category (mean 14.12), while the professional and pedagogical competence of teachers showed very good results with an average of 25.02 and 32.33. In the Product aspect, the increase in student competence and the quality of co-curricular activities were in the good category, with average values of 17.91 and 21.12, respectively. This study concludes that the co-curricular activity program at PAUD in Kendari City as a whole has been running well, although improvements are still needed in the budget aspect and external party involvement to optimize results. Strategic recommendations include optimizing financial support, ongoing training for teachers, and closer collaboration with communities and external institutions.

| KEYWORDS

Evaluation, CIPP, Co-curricular activities, Early Childhood Education

| ARTICLE INFORMATION

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1. Introduction

In 2021/2022, the Independent Curriculum was launched with the aim of developing the profile of Pancasila students. This curriculum provides educators with the freedom to create and create student-centered learning. With these diverse projects, students can develop various competencies needed to become good citizens, as well as critical, creative, and collaborative thinking skills (Ashab, Hendriawan & Mashudi, 2024). This will work well when educators and students create an effective learning atmosphere (Yusuf, Putri Harti & Rahmawati, 2023), because a good relationship can influence the achievement of students' abilities in various aspects of their development.

The Independent Curriculum as one of the Indonesian government's efforts to improve the quality of education has provided a breath of fresh air in the world of education (Mahmud, Setyoningrum, Kholifah, 2024). The curriculum is designed to provide greater flexibility to educational units in developing a more relevant, meaningful, and enjoyable learning process for students (Olateju, Colin, Oyebola, Nneamaka, 2024). One important aspect of the Independent Curriculum is the strengthening of co-

curricular activities that aim to develop the competence and character of students holistically (Nurjanah, Ulumi, and Kamila, 2024).

Kendari City as one of the regions in Indonesia that also implements the Independent Curriculum, has great competence to be an example of success in developing innovative co-curricular activities. However, the implementation of the Independent Curriculum in the context of co-curricular activities in Kendari City still needs to be evaluated in depth to identify strengths, weaknesses, and opportunities for improvement. Rantina and Hasmalena (2023) explain that co-curricular activities in PAUD have a very important role in supporting the holistic development of early childhood. Which includes cognitive, affective, and psychomotor. According to Yusuf et al. (2024) during this sensitive period, there is a maturation of physical and psychological functions so that they are ready to respond and realize all developmental tasks that are expected to appear in their daily behavior patterns. Mahoney, Larson & Eccles (2005) stated that through co-curricular activities, students can develop various skills, such as social skills, leadership, and creativity that are difficult to obtain only through classroom learning. Thus, co-curricular activities can complement the learning process in schools and prepare students to face future challenges.

Research on Co-curricular Activity Program Evaluation is still relatively new. Several previous studies have discussed the implementation of the Independent Curriculum in general, but research that focuses on co-curricular activities at the local level, such as Kendari City, is still limited. This study is expected to fill this gap and contribute to the development of science in the field of Education.

The novelty of this study lies in co-curricular activities in Kendari City, as well as the use of the CIPP model to analyze the development of Co-curricular Activities in the Independent Curriculum. In addition, this study will also examine the impact of the Independent Curriculum on student learning outcomes and character development, which are important aspects in evaluating the success of an education program. This research emphasizes the importance of assessing teachers' skills and understanding of early childhood development, especially when working with special needs students. By doing so, educators can be better equipped to offer the support and guidance these students need to succeed academically, socially, and emotionally.

2. Purpose of the Study

The CIPP model was chosen because it allows researchers to analyze various aspects related to the implementation of the freedom of Curriculum in co-curricular activities comprehensively (Sufyan and Nunuk, 2024). The objectives of this study are: Context: evaluating the condition of schools and the environment in Kendari City in supporting the implementation of the Merdeka Curriculum in co-curricular activities. Input: evaluating the available resources are sufficient to support the implementation of co-curricular activities based on the Merdeka Curriculum. Process: evaluating the process of implementing co-curricular activities in Kindergartens in Kendari City. Product: evaluating the improvement in the quality and relevance of co-curricular activities after the implementation of the Merdeka Curriculum

3. Research Methodology

3.1 Research Design

This research method uses the CIPP evaluation model (context, Input, Process, and Product) developed by Stufflebeam (1971). As expressed by Anidi (2017) that this model is carried out systematically to evaluate whether the program has been implemented systematically to evaluate whether the program has been implemented with the right steps. The CIPP evaluation model is carried out comprehensively to understand program activities from program ideas to the results achieved after the program is implemented (Murillo and Sánchez, 2024). Based on the urgency explained earlier, the researcher used interviews and questionnaires as instruments that became problem-solving strategies.

According to Sundaya and Montanesa (2024) to evaluate the concept, then identify the background, needs, and objectives of the program to ensure its relevance. This evaluation helps understand the problem to be addressed and the program's suitability to the needs. To evaluate input, focus on assessing the plans, strategies, resources, and materials used to run the program to ensure that the available inputs are sufficient to achieve the objectives (Hafidz et al, 2024). In the process evaluation will evaluate the implementation of the program to find out whether it is in accordance with the established plan (Murillo & Sánchez, 2024). This evaluation also identifies obstacles and opportunities for improvement. Mengukur hasil atau dampak dari program untuk menilai apakah tujuan yang direncanakan tercapai. Evaluasi ini mencakup hasil jangka pendek, menengah, maupun jangka panjang.

3.2 Respondents

In this study, data were collected from 6 schools with 43 respondents consisting of PAUD educators and managers. sample selection using Simple Random Sampling, where according to Noor, Tajik & Golzar (2022) that Simple Random Sampling is a

sampling method that is widely used in quantitative research with survey instruments. It is emphasized that simple random sampling is beneficial in a homogeneous and uniformly selected population.

3.3 *Instrument*

The instrument will assess how the context, input, process, and product of co-curricular program activities. Where researchers will investigate and evaluate the extent to which the context (school conditions, student conditions, educator conditions, and school environmental conditions), input (infrastructure, budget, educator training, and external party involvement), process (student participation, teacher professional competence, teacher pedagogical competence, and quality of activities), and product (improvement of student competence and quality of co-curricular program activities) are produced.

3.4 *Statistical Treatment of Data*

The collected data was processed using frequency, percentage, average value, mean, median, and minimum-maximum value.

4. Results and Discussion

4.1 Results of Context. This section discusses school conditions, student conditions, educator conditions, and school environmental conditions.

Table 1. Total Context School Conditions

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	12	3	7.0	7.0	7.0
	13	8	18.6	18.6	25.6
	14	11	25.6	25.6	51.2
	15	11	25.6	25.6	76.7
	16	10	23.3	23.3	100.0
	Total	43	100.0	100.0	

The highest frequency of 14 and 15 is 25.6% each, the value of 16 also has a high percentage of 23.3%. The conclusion is that most respondents assess the condition of the school in the good to very good category.

Table 2. Total Context Student Conditions

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	9	2	4.7	4.7	4.7
	10	16	37.2	37.2	41.9
	11	17	39.5	39.5	81.4
	12	8	18.6	18.6	100.0
	Total	43	100.0	100.0	

Highest frequency: Score 11 is 39.5%, score 10 is also high with 37.2%. Conclusion The condition of students is quite good, the majority gave scores of 10-11.

Table 3. Total Context Educator Conditions

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	9	3	7.0	7.0	7.0
	10	13	30.2	30.2	37.2
	11	17	39.5	39.5	76.7
	12	10	23.3	23.3	100.0
	Total	43	100.0	100.0	

Highest frequency: Value 11 is 39.5%, value 12 has the second highest percentage of 23.3%. Conclusion The majority of respondents consider the condition of educators to be quite good.

Table 4. Total Context School Environmental Conditions

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	9	6	14.0	14.0	14.0
	10	9	20.9	20.9	34.9
	11	13	30.2	30.2	65.1
	12	15	34.9	34.9	100.0
	Total	43	100.0	100.0	

The highest frequency is value 12 at 34.9%, value 11 follows with 30.2%. In conclusion, the school environment is considered quite good with most respondents giving high scores.

Interview conducted with Mrs. Harbiah (Principal of Smart School Baruga), stated that the condition of the school, students, educators, and the environment in supporting the implementation of the Merdeka Curriculum, especially in co-curricular activities. However, the condition of the school environment is not fully supportive, because there is no land that supports co-curricular activities. The same thing was stated by Mrs. Lisa Rosalia (Principal of Putri Ananda Kindergarten) that there was a lack of time to complete the activities because if the topic discussed was about plants, while the time specified was only a week. Then there will be several stages that are eliminated because they have to continue to the next theme/topic. Mrs. Dewi (Principal of Bayangkari Kindergarten) added that, according to her, 1 theme/topic should be completed within 1 month, in order to see the development of the topic. According to her, when there is a stage of providing knowledge to children that nothing is instant, everything requires a process.

4.2 Results of Input. This section discusses infrastructure, budget, educator training, and involvement of external parties.

Table 5. Total Input Infrastructure

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	15	4	9.3	9.3	9.3
	16	3	7.0	7.0	16.3
	17	11	25.6	25.6	41.9
	18	13	30.2	30.2	72.1
	19	6	14.0	14.0	86.0

	20	6	14.0	14.0	100.0
	Total	43	100.0	100.0	

The highest frequency is Value 18 at 30.2%, and value 17 is also high at 25.6%. In conclusion, the facilities and infrastructure are quite adequate.

Table 6. Total Input Budget

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	9	6	14.0	14.0	14.0
	10	14	32.6	32.6	46.5
	11	13	30.2	30.2	76.7
	12	9	20.9	20.9	97.7
	36	1	2.3	2.3	100.0
	Total	43	100.0	100.0	

The highest frequency is value 10 at 32.6%, and Value 11 at 30.2%. The conclusion is that the budget is still a challenge, although there are respondents who consider it good**.**

Table 7. Total Input Educator Training

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	12	3	7.0	7.0	7.0
	13	16	37.2	37.2	44.2
	14	13	30.2	30.2	74.4
	15	4	9.3	9.3	83.7
	16	7	16.3	16.3	100.0
	Total	43	100.0	100.0	

The highest frequency is value 13 at 37.2%, and value 14 at 30.2%. The conclusion is that the teacher training is considered quite good.

Table 8. Total Input Involvement of External Parties

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	9	9	20.9	20.9	20.9
	10	13	30.2	30.2	51.2

	11	12	27.9	27.9	79.1
	12	9	20.9	20.9	100.0
	Total	43	100.0	100.0	

The highest frequency is value 10 at 30.2%, and value 11 at 27.9%. So the conclusion is that the involvement of external parties still needs to be improved.

According to Mrs. Harbiah (Principal of Kindergarten 7 Kendari), the facilities and infrastructure and budget for co-curricular activities are fully borne by the school. When carrying out co-curricular activities, parents are gathered to discuss the activities and funds needed. Sometimes parents participate together to help ensure that the activities run smoothly. Kindergarten Pembina Kendari stated that the facilities and infrastructure and budget are borne by the school if the activities do not go outside the school environment. If parents suggest carrying out activities outside the school environment, then parents also participate in helping the school in terms of the budget.

For training in co-curricular activities (Independent Curriculum), according to Mrs. Fatmawati (Principal of Kindergarten Nurul Ilmi), training is sometimes provided by the Education Office, but that is not enough. So sometimes in order to understand better, teachers are often included in training in workshop activities and sometimes independent learning via YouTube and then discussed together. Mrs. Harbiah (Principal of TKN & Kendari) added that the education office often holds training related to Merdeka Belajar, so on average their teachers are often involved in these activities. To increase their competence, many teachers are involved in training held by the Education office.

4.3 Results of Process. This section discusses student participation, teacher professional competence, teacher pedagogical competence, and quality of activities.

Table 8. Total Process Student Participation

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	12	3	7.0	7.0	7.0
	13	9	20.9	20.9	27.9
	14	17	39.5	39.5	67.4
	15	8	18.6	18.6	86.0
	16	6	14.0	14.0	100.0
	Total	43	100.0	100.0	

The highest frequency is value 14 at 39.5%, and value 13 at 20.9%. So the conclusion is that student participation in the activity is very good.

Table 9. Total Process Teacher Professional Competence

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	21	1	2.3	2.3	2.3
	23	5	11.6	11.6	14.0
	24	15	34.9	34.9	48.8

	25	5	11.6	11.6	60.5
	26	9	20.9	20.9	81.4
	27	3	7.0	7.0	88.4
	28	5	11.6	11.6	100.0
	Total	43	100.0	100.0	

The highest frequency is value 24 at 34.9% and value 26 at 20.9%. So, the conclusion is that the professional competence of teachers is considered very good.

Table 10. Total Process Teacher Pedagogical Competence

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	27	1	2.3	2.3	2.3
	29	1	2.3	2.3	4.7
	30	5	11.6	11.6	16.3
	31	10	23.3	23.3	39.5
	32	8	18.6	18.6	58.1
	33	7	16.3	16.3	74.4
	34	3	7.0	7.0	81.4
	35	3	7.0	7.0	88.4
	36	5	11.6	11.6	100.0
	Total	43	100.0	100.0	

The highest frequency is value 10 at 23.3%, and value 8 at 18.6%. So the conclusion is that the professional competence of teachers is considered very good.

Table 11. Total Process Quality Of Activities

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	18	2	4.7	4.7	4.7
	19	3	7.0	7.0	11.6
	20	3	7.0	7.0	18.6
	21	11	25.6	25.6	44.2

	22	13	30.2	30.2	74.4
	23	6	14.0	14.0	88.4
	24	5	11.6	11.6	100.0
	Total	43	100.0	100.0	

The highest score was 24 (34.9%), and the next score was 26 (20.9%). Most respondents gave ratings in the range of 24–26, indicating good to very good activity quality.

The duration of the Co-curricular activities (P5) is considered too fast, so it is not effective for children. According to Mrs. Suprianti, during the activity, the child was absent, the following week was the same, while the assessment was carried out according to the child's activities and attendance. This is a major challenge for teachers in inputting children's grades, because when giving an assessment, it must be accompanied by photo evidence of the activity. Mrs. Lisa also added that this activity aims to form children's character and skills (soft skills) which are very important, which will be important provisions in their lives in the future. However, the time given is quite short, some children are missed in the activity so that the knowledge provided is not optimal.

According to Mrs. Dewi (Principal of Bayangkari 26 Kindergarten), currently science and technology (IPTEK) are increasingly developing, as teachers must know every update on the development of IPTEK. For that, one of the right steps to improve professional and pedagogical competence of teachers is to hold training frequently. We, the principal and teachers, take turns attending trainings held online and offline. This is what keeps our students from being left behind because in each training there will be a teacher who is sent, and another teacher who replaces guarding the class. Mrs. Hardiani (Principal of TKN 1 Kendari) added that currently, on average, training and seminars are sometimes held at night (online). This prevents the teacher's time with students from being disturbed, and teachers can do all activities at school until finished.

In the quality of learning activities, according to Mrs. Harbiah (TKN & Kendari), sometimes the chosen topic runs smoothly, but sometimes the activities are not appropriate and not finished. However, this is our evaluation going forward, so that when we have a new lesson we change the topic or keep the same topic but change the method. The same thing was described by Mrs. Suprianti (Principal of Smart School Kindergarten) that an example of the topic we chose was plants, and the plants to be planted were Bougainvillea flowers because they have attractive colors. However, the flower has thorns, so we cannot continue. However, the following year we no longer used the flower and replaced it with another topic.

4.4 Results of Product. This section discusses improvement of student competence and quality of co-curricular program activities.

Table 12. Total Product Improvement of Student Competence

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	15	6	14.0	14.0	14.0
	16	2	4.7	4.7	18.6
	17	4	9.3	9.3	27.9
	18	15	34.9	34.9	62.8
	19	10	23.3	23.3	86.0
	20	6	14.0	14.0	100.0
	Total	43	100.0	100.0	

The highest frequency is value 18 at 34.9%, and value 19 at 23.3%. So, the conclusion is that the students' competence is increasing well.

Through projects involving interactions with peers, family, and community, children can learn to develop self-confidence, empathy, and independence. According to Mrs. Dewi, Principal of Bhayangkari 26 Kindergarten, this activity greatly improves children's soft skills, which are an important foundation for them in developing social and emotional skills in the future, where children are invited to recognize, appreciate, and maintain social diversity and the surrounding environment through fun and meaningful activities. Mrs. Hardiani (Principal of TKN 1 Kendari) added that in order for this activity to run smoothly, involve parents in co-curricular activities, both as supporters in implementing activities and as liaisons to apply the values taught at home.

Table 13. Total Product Quality Of Co-Curricular Program Activities

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	18	4	9.3	9.3	9.3
	19	3	7.0	7.0	16.3
	20	11	25.6	25.6	41.9
	21	8	18.6	18.6	60.5
	22	6	14.0	14.0	74.4
	23	5	11.6	11.6	86.0
	24	6	14.0	14.0	100.0
	Total	43	100.0	100.0	

Highest frequency: Score 20 is 25.6%, and score 21 is 18.6%. So the conclusion is that co-curricular activities are considered to have a positive impact.

According to Mrs. Lisa (Principal of Putri Ananda Kindergarten), this activity has a very positive impact on children, but there are some obstacles. Early childhood has different levels of attention and interest. Some children may have difficulty focusing or showing interest in certain activities. Mrs. Fatmawati (Principal of Nurul Ilmi Kindergarten) added that the busy school schedule is often a challenge in allocating enough time for the implementation of co-curricular activities. However, we will always evaluate every activity for further improvement.

5. Findings

Based on the gathered data, the following are the study findings.

The parent-respondents' profile shows that most respondents are female, 35-44 years old, high school graduates, have 1-2 and 3-4 children, and have a combined family monthly income of 10,000 and below. Additionally, their perception of the level of mastery of LSENs in early childhood development is Near Mastery**.** On the other hand, the teacher-respondents' profile reveals that most of the respondents were females. In terms of age, they belonged to the 45-56 age bracket. Most are pursuing their master's degrees and have taught for over 16 years. Results showed they are Knowledgeable regarding their mastery of technological pedagogical knowledge for LSENs. Furthermore, their perception of the level of mastery of LSENs in early childhood development is Near Mastery. Finally, the test of hypothesis showed no significant difference between the parents' and teachers' perceptions of LSENs' mastery level in early childhood development.

6. Conclusion and Recommendation

The results of the study indicate that the implementation of co-curricular activities in Early Childhood Education (PAUD) in Kendari City has provided fairly good results overall based on an evaluation of four main aspects, namely Context, Input,

Process, and Product (CIPP).

6.1. Conclusion

Context Aspect:

School Condition: With an average value of 14.40, the condition of public schools is in the good category. This shows that the physical facilities, school culture, and support from school administrators are sufficient to support the implementation of co-curricular activities. Student Condition: An average value of 10.72 reflects that the condition of students is quite good in terms of readiness to participate in co-curricular activities, both in terms of active involvement and initial abilities. Educator Condition: An average value of 10.79 indicates that educators have basic competencies that are able to carry them out, although there is room for further development. School Environment: With an average value of 10.86, the school environment supports the learning process through co-curricular activities. A safe, comfortable, and inspiring environment is an important factor in creating a conducive learning atmosphere.

Input Aspect:

Facilities and Infrastructure: With an average value of 17.74, facilities and infrastructure are considered quite adequate. Including classrooms, teaching aids, learning media, and other relevant facilities. This support allows co-curricular activities to run according to plan. Budget: An average value of 11.19 indicates that the budget is still a major challenge. The allocation of funds for co-curricular activities is considered insufficient to support the program optimally, especially in terms of purchasing equipment, additional training, or improving facilities. External Party Involvement: With an average value of 10.49, external party involvement is also an important issue. The lack of collaboration with communities, private institutions, or local governments hinders opportunities to expand the scope and impact of co-curricular activities. Educator Training: An average value of 13.91 indicates that the training received by educators is in the fairly good category. However, more specific and intensive training related to the Independent Curriculum is still needed to improve the quality of the implementation of co-curricular activities.

Process Aspect:

Student Participation: With an average value of 14.12, student participation in co-curricular activities is in the good category. This shows that students are actively involved in various activities, both physical, creative, and social. This participation is an important indicator of the success of the activity. Teacher Competence: The professional competence of teachers has an average value of 25.02, while the pedagogical competence of teachers reaches an average value of 32.33. These two results are in the very good category, indicating that teachers have high expertise in managing classes, designing activities, and guiding students. This competence makes a major contribution to the success of the program.

Product Aspect:

Student Competency Improvement: With an average value of 17.91, student competency improvement is in the good category. This reflects that cocurricular activities have helped students develop social, emotional, cognitive, and motor skills. Quality of Co-curricular Activities: An average value of 21.12 indicates that the quality of activities is in the good category. The activities designed have been relevant to the needs of early childhood and the Independent Curriculum, although there is room for further improvement.

6.2. Recommendation

The results of this study conclude that the co-curricular activity program at PAUD in Kendari City has been running well, providing a positive impact on various aspects of early childhood development. However, there are several areas that require more attention, namely:

Budget Increase: The allocation of funds for co-curricular activities needs to be increased so that the program can run more optimally and include more varied activities. **External Collaboration:** It is necessary to build closer partnerships with local communities, private institutions, and local governments to support the implementation of activities. **Ongoing Training:** Training for educators should focus more on play-based learning strategies and the Independent Curriculum. **Activity Innovation:** Co-curricular programs need to continue to be developed with an innovative approach to increase student interest and participation.

By considering these recommendations, the implementation of co-curricular activities at PAUD can provide greater benefits for students, educators, and the entire education community in Kendari City.

7. Study Limitation and Future Research

The limitations of this study on the population and sample that were only conducted in 6 schools. If conducted in all schools in Kendari City, the evaluation results will be more optimal. Further research can be expanded to the entire city of Kendari to obtain satisfactory results

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