

## EVALUATION OF THE APPLICATION MERDEKA CURRICULUM IN ECONOMICS LEARNING WITH KIRKPATRICK MODEL AT SMAN 1 GRATI PASURUAN AND SMAN 1 LAWANG MALANG

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### Abstract

This research is descriptive qualitative in nature which was prepared to provide an in-depth analysis regarding the implementation of the independent curriculum in economic learning in schools using the Kirkpatrick model with the research subjects being SMAN 1 Grati Pasuruan and SMAN 1 Lawang Malang. The results of the research show that the theoretical implication of the results of this research is that the Kirkpatrick model evaluation provides information about how to assess students' abilities as a whole. The practical implication is that the Kirkpatrick model evaluation is an alternative for teachers to get an idea of students' abilities in economics learning. Based on the evaluation results using the Kirkpatrick Model, both SMAN 1 Grati and SMAN 1 Lawang have been implemented well considering that both schools implemented the independent curriculum at different stages. These different stages make the objectives of implementing the independent curriculum that are applied also different, the higher the IKM stage that is implemented, the better the expectations and output achieved. This research has an impact on general learning evaluation for other subjects with the same characteristics. Assessment in each learning process is carried out in various ways to obtain an optimal picture of the student's inherent potential, especially those related to certain subjects. This is done to improve student learning outcomes.

**Keywords:** *Evaluation, Merdeka Curriculum, Economics Learning, Kirkpatrick Model*

### Introduction

According to Republic of Indonesia Law No. 20 of 2003 concerning the National Education System, the curriculum is a set of plans and arrangements regarding objectives, content and learning materials, as well as methods used as guidelines for implementing learning activities to achieve certain educational goals. Currently, schools in Indonesia apply the Merdeka curriculum as a guide for organizing teaching and learning activities. The Merdeka Curriculum is here to overcome the learning crisis, as well as create an adaptive generation that can face changing times with independence. BSKAP Decree Number 044/H/KR/2022 has determined that more than 140,000 educational units will implement the Merdeka curriculum in the 2022/2023 academic year.

The merdeka curriculum is a curriculum that aims to hone, see children's talents from an early age by focusing on essential materials, character development, and developing student competencies (Rosidah, CT, Pramulia, P., & Susiloningsih, W., 2021). In the merdeka curriculum, learning is carried out referring to learning outcomes and projects to strengthen the profile of Pancasila students as well as Graduate Competency Standards. The characteristic of the merdeka curriculum is the existence of a Pancasila student profile

which expects the formation of lifelong students who are competent, have character and behave in accordance with Pancasila values. The values of the Pancasila profile are outlined, namely (1) Faith and devotion to God Almighty, and noble character, (2) Global diversity, (3) Independence, (4) Mutual cooperation, (5) Creativity and (6) Reasoning. critical.

Even though the central government has not yet required schools to implement the Merdeka curriculum, there are already around 160 thousand schools that have registered to implement the Independent Learning Curriculum (Wahyuni, 2022). The Decree of the Minister of Education and Culture as mentioned above, the structure of the high school curriculum consists of 2 (two) phases, namely phase E for class X, and Phase F for class XI and class XII. The curriculum structure for SMA/MA is divided into 2 (two) important activities, namely intracurricular learning; and the Strengthening Pancasila Student Profile project. There are changes to the structure of SM class 10 subjects where there are no longer majors where students take all the compulsory subjects in class 10 (Rosidah, CT, Pramulia, P., & Susiloningsih, W., 2021). The science and social studies group subjects consist of: 1. Science: Physics, Chemistry, Biology (6JP)/week 2. Social Sciences: Sociology, Economics, History, Geography (8JP/week).

This research is devoted to evaluating the implementation of the merdeka curriculum in economics learning in schools using the Kirkpatrick model. Economic learning is one of the lessons in schools that studies the behavior of both individuals and society in an effort to meet their unlimited life needs while the means to satisfy their needs are limited in number (Yunus, 2021). Learning evaluation needs to be carried out comprehensively and continuously. Various evaluation models have been developed and are very popular and are widely used as strategies or work guidelines in implementing learning program evaluations. In this research, the Kirkpatrick model is considered appropriate to the needs of researchers because it is able to evaluate the effectiveness of economic learning through four levels of evaluation, namely reaction, learning, behavior and results (Praslova, L., 2010). Therefore, this research was prepared with the aim of providing an in-depth analysis regarding the implementation of the merdeka curriculum in economic learning in schools using the Kirkpatrick model with the research subjects being SMAN 1 Grati Pasuruan and SMAN 1 Lawang Malang. This observation was carried out to find out how the Merdeka Curriculum is implemented both in terms of preparing teaching equipment and materials as well as good teaching methods, especially in economics learning.

## Method

This research was conducted to evaluate the implementation of the merdeka curriculum in economic learning using the Kirkpatrick model at SMAN 1 Grati Pasuruan and SMAN 1 Lawang Malang. According to D. L Kirkpatrick (2016), the Kirkpatrick model is a tool for evaluating workplace training sessions and educational programs through four stages to collect information and then analyze it. The Kirkpatrick model evaluation levels are *reaction*, *learning*, *behavior* and *result* (Kirkpatrick, 2016). This type of research is qualitative descriptive research. This research was conducted at SMAN 1 Grati, Pasuruan Regency and SMAN 1 Lawang, Malang Regency. All stages of the level of the Kirkpatrick model evaluation were captured by conducting observations, interviews, distributing questionnaires and document studies. This research analyzes all information and data obtained from primary and secondary data sources.

## Result And Discussion

### Analysis of the Implementation Merdeka curriculum in Economic Learning With Kirkpatrick Model at SMAN 1 Grati Pasuruan

In the reaction evaluation, the merdeka curriculum was accepted and implemented well at SMAN 1 Grati even though there were adjustments and

shortcomings. This is demonstrated by the implementation of option 2, namely independent change. In this curriculum choice, schools are given the freedom to develop their own teaching modules or use modules that have been provided on the independent teaching platform (Kemendikbudristek, 2022). Apart from that, the school has implemented the Pancasila Student Profile Project (P5) using 3 themes, namely the voice of democracy, sustainable lifestyle and entrepreneurship.

Apart from the school, the initial response from prospective parents when PPDB was going to socialize the implementation of this IKM at the beginning of the school year received a good response and received support. The parents assess that by improving the curriculum, namely the merdeka curriculum, it is hoped that through school programs they can improve the quality and character of their children for the good of life in the future (Dewi & Agung, 2022). The school always provides the latest information, especially the implementation of the new P5 project in the Merdeka curriculum Implementation (IKM), which is planned to be carried out outside the classroom to further hone students' skills. In this case, good cooperation between the school, students and stakeholders is the key to the successful management of an educational institution or school (Rosidah, CT, Pramulia, P., & Susiloningsih, 2021). Schools that have weak stakeholders will find it difficult to develop or even decline further (Amini, et al., 2023). Stakeholders consist of school principals, teachers, school employees.

Other supportive reactions to this merdeka curriculum from the school can also be seen from the availability of adequate and adequate infrastructure and facilities needed to support intracurricular, extracurricular and co-curricular learning activities. Educational facilities and infrastructure play a direct role in the learning process in the classroom so that they function to expedite and simplify the process of transferring knowledge from educators to students (Amini, et al., 2023). Complete educational facilities can make it easier for teachers to convey learning content to their students. If evaluated from the perspective of the learning program, it is also considered successful if students feel satisfied with the material delivery strategy, learning media and assessments used (Darmansah, D. 2022). Partner (2009) stated that the success of the learning activity process cannot be separated from students' interest, attention and motivation in following the teaching and learning process in the classroom. This is proven by the full commitment in implementing the P5 project, namely by inviting external presenters to provide new views and insights and increase student motivation in supporting the implementation of the project. Through this evaluation, students give positive reactions to the learning process carried out. This evaluation becomes a reference for making improvements or improving the quality of the teaching and learning process by teachers.

In learning evaluation, at this level learning is used to measure how well students learn the knowledge and skills presented in economic learning by the teacher (Darmansah, D. 2022). This stage can be measured from three things obtained by participants in the training, namely knowledge, attitudes and skills. Learning is said to be successful if there is a change in knowledge, attitudes and skills in the participants. This evaluation was carried out through the attitude observation stage and distributing questionnaires related to the teaching and learning process in the classroom (Darmansah, D. 2022). Based on the results of observations and to measure the teacher's success in presenting interesting and meaningful economic learning for students, a questionnaire was used by

distributing questionnaires to 69 class used, time and place of learning packaged in introductory, core and closing activities.

In the preliminary activities in teaching and learning activities, on average around 80% of students felt satisfied with the teacher's attitude which was able to condition the class, pray, attend, apperception, motivate them to understand the material and convey the economic learning achievements to be studied. Preliminary activities in learning are often called pre-instructional (Madaus, GF, Scriven, MS, and Stuffebeam, 1993). The main function of this activity is to create an effective start to learning that allows students to follow the learning process well. Preliminary activities in teaching and learning activities must be carried out as fully as possible because they are believed to be able to build students' independent spirit (Madaus, GF, Scriven, MS, and Stuffebeam, 1993). Preliminary activities are an introduction to a problem with an explanation of the background to the problem or situation raised in economics learning. In the core activities in teaching and learning activities, an average of around 77% of students feel interested in learning economics, both in terms of learning strategies and related topics. In this activity the teacher transfers economic knowledge in accordance with the learning outcomes set out in the merdeka curriculum, appropriateness of time allocation during learning both at the start and end of learning, variations in learning methods, the availability of adequate infrastructure and economic practices and the merdeka curriculum. Furthermore, teachers also experience more guidance for students who experience learning difficulties. Teachers respond well to students' enthusiasm in learning, provide rewards and sanctions for students with certain criteria, foster student activity in economic practices, demonstrate results, provide *feedback*, class discussions, assignment feedback, and carry out enrichment and remediation to deepen students' understanding of the topic. which is discussed in economics learning.

The core activities in the teaching and learning process are considered successful because it is also known that the majority of students' assessment of student learning outcomes in CP 1 and 2 completeness have met the criteria for student completeness which can be seen in attachment 2. Achieving this CP certainly requires a strategy so that students understand the material and provide meaningful learning by providing contextual understanding to students. Contextual learning is deliberately implemented with several main objectives, namely motivating children to be able to understand the meaning of all the material they have studied, by connecting this material with students' daily lives (Dewi, LR, & Kartowagiran, B, 2018). So that when learning, children not only memorize but also understand it (Dewi, LR, & Kartowagiran, B, 2018). Meanwhile, in P5 learning, students are taught to practice managing economic resources resulting from product sales during their work degree. Apart from that, students are also taught about sustainable lifestyles to support SDG's programs and democracy.

In behavioral evaluation, evaluation at this stage is measured by changes in a person's behavior, such as motivation to be better, knowing how and what needs to be changed, being in the right environment, and getting rewards for the changes (Bozdoğan, D, 2015). This evaluation is also carried out to indicate the extent of a policy or material applied in schools. Level 3 evaluation at SMAN 1 Grati was carried out by conducting observations and interviews. The output resulting from economics learning is that there are several students who are able to manage their finances well, as evidenced by the attitudes or behavior they demonstrate. One of the subjects in economics learning that can contribute more to instilling good

character values in students is entrepreneurship, because in entrepreneurship we learn to have a noble attitude, soul, spirit, and learn to think innovatively, creatively and strive for personal and societal progress (Dewi, LR, & Kartowagiran, B, 2018). As stated by Jose Carlos Jorillo-Mosi (in Mutis, 1995: 18), he defines entrepreneurship as someone who perceives opportunities, pursues opportunities that suit his situation, and believes that success is something that can be achieved. Through the P5 project with an entrepreneurship theme, several students also took the initiative to leave wet cakes or pastries at the school cooperative. Several other students took the initiative to create an *online sales business* using a *reseller system*. They use the proceeds from these sales to increase their business capital. There is even one alumni who already has a fairly large online sales business. Therefore, the contribution of economic learning in developing the character of students in schools requires support from various parties as well as adequate strategies to achieve educational instructional goals (Bozdoğan, D. 2015).

In evaluation, evaluation results at this level are measured by looking at the final results after participants have participated in the training program in the form of increased performance after participants have completed their training (Eko, 2010). This stage of evaluation is assessed to measure the achievement of the organizational/learning objectives provided. Level 4 evaluation in this research was carried out using observation and interviews. In this evaluation, based on the results of interviews, it is explained that with the existence of this merdeka curriculum, students' learning motivation increases. Especially in implementing P5 project learning activities, students do not feel bored with learning and can choose what fields they like according to their talents, interests, potential and interests. Talents and interests need to be developed to produce achievements. The aim of developing talents and interests is to provide an environment that allows individuals to develop talents and interests optimally and in accordance with personality and human needs (Praslova, L, 2010). Apart from that, in terms of student learning outcomes, it is also assessed that there has been an increase in the achievement of CP1 and 2. Supervision from the school principal is also carried out periodically every semester according to a predetermined schedule. Supervision is carried out in intracurricular and co-curricular learning in certain subjects alternately. Supervision is carried out by the school principal, the aim is to help teachers improve the teaching situation. One of the tasks is to improve the quality of the teaching and learning process in schools. Academic supervision carried out by the principal of a teacher is an important part of the entire performance process of the teacher concerned, because the results obtained from supervision activities become the basis for sustainable professional teacher development (Praslova, L, 2010). If viewed in general, the implementation of the merdeka curriculum is considered successful in the selected aspect of IKM 2, namely independent change. As an evaluation and follow-up in the future, for the new academic year, SMAN 1 Grati will upgrade its IKM thinking towards option 3, namely independent sharing by continuing to improve deficiencies during the implementation of IKM in this academic year. Apart from that, schools also continue to intensify and encourage teachers to massively participate in and access various training related to the implementation of IKM.

**Analysis Of the Implementation Merdeka Curriculum in Economics Learning With Kirkpartrick Model at SMAN 1 Lawang, Malang Regency**

In the reaction evaluation In this evaluation the merdeka curriculum was accepted and implemented well at SMAN 1 Lawang even though there were adjustments and shortcomings. This is demonstrated by the implementation of option 1, namely independent learning in formal terms, however, based on the results of observations and document studies, this school has actually adopted an merdeka curriculum in the essence of learning and its P5 projects. In this curriculum choice, schools are given the freedom to continue using the K13 curriculum to learn to adopt several parts and principles from IKM to improve literacy, numeracy competencies and strengthen character education (Kemendikbudristek, 2022). Apart from that, the school has implemented the Pancasila Student Profile Project (P5) using 2 themes, namely sustainable lifestyle and technological engineering. The adoption of partial IKM implementation has received a good response from schools, teachers and stakeholders. Parents are open and support all school decisions for the good of their children's education. Likewise, the school also often socializes the mechanism for implementing the merdeka curriculum in schools. This socialization is important to provide information and establish good relationships with parents/guardians of students regarding school programs in the current academic year (Sakthi, T., & Moshi, AAM 2021).

Even though it is difficult for schools to change the mindset of teachers, especially senior teachers, the advantage of having merdeka curriculum resource persons at SMAN 1 Lawang makes IKM planning easier. Through the Ministry of Education and Culture's resource persons, schools that want to implement the Merdeka curriculum can invite resource teachers to share stories and good practices so that the implementation of the Merdeka curriculum can run better. NS BPB has the task of sharing good practices in implementing the Merdeka curriculum as inspiration for other schools that will implement IKM. Other supportive reactions to this merdeka curriculum from the school can also be seen from the availability of adequate and adequate infrastructure and facilities needed to support intracurricular, extracurricular and co-curricular learning activities. Educational facilities and infrastructure play a direct role in the learning process in the classroom so that they function to expedite and simplify the process of transferring knowledge from educators to students. Complete educational facilities can make it easier for teachers to convey learning content to their students.

If evaluated from the perspective of the learning program, it is also considered successful if students feel satisfied with the material delivery strategy, learning media and assessments used. Partner (2009) stated that the success of the learning activity process cannot be separated from students' interest, attention and motivation in following the teaching and learning process in the classroom. This is proven by the collaboration between scout extracurricular activities and the implementation of the P5 project. Because in reality the existence of this IKM is aimed at exploring students' hidden talents and interests, it is hoped that students who do not stand out in extracurricular activities can be facilitated by this project. Because children's success in the future is not only measured by achieving high grades and learning achievements (Sakthi, T., & Moshi, AAM 2021). From the evaluation of the reactions of educators and education staff as well as supporting factors In implementing the merdeka curriculum, it is hoped that it can become a reference for making improvements or improving the quality of the teaching and learning process by teachers.

Learning Evaluation, evaluation at this learning level is used to measure how well students learn the knowledge and skills presented in economics learning by the teacher. This stage can be measured from three things obtained by participants in the training, namely knowledge, attitudes and skills (Jones, Paul and Colwill, Anne. 2013). Learning is said to be successful if there is a change in knowledge, attitudes and skills in the participants. This evaluation was carried out through the attitude observation stage and distributing questionnaires related to the teaching and learning process in the classroom. Observations and interviews were carried out at this stage to measure the teacher's success in presenting interesting and meaningful economic learning for students. As an economics teacher, Mrs. Titin has firm principles which are indirectly channeled into her professional

work, namely providing more contextual learning and not just limited to theory but how students will be able to contribute to society.

The economics teacher at SMAN 1 Lawang can be said to be an inspiring teacher in providing economic learning in the classroom. Teaching experience is something that is no less important in determining student learning achievement (Jones, Paul and Colwill, Anne. 2013). Teachers who have adequate teaching experience will positively support students to more easily understand the material taught by the teacher. The KBM activity was also considered successful because it was also known that the assessment of student learning outcomes in the completeness of KD 1 and 2 competencies had the majority fulfilled the criteria for student completeness which can be seen in attachment 2. Achieving this KD certainly requires a strategy so that students understand the material and provide meaningful learning by providing understanding. contextual to students (Yunus, 2021). This is proven by real cooking practices and product marketing management presented in the learning. Contextual learning ( *contextual teaching and learning* ) encourages students to find connections between the material they study and real life situations, meaning students are required to capture the relationship between learning experiences at school and their daily lives. So in this case teachers have high hopes of being able to shape students through IKM learning into students who are truly independent and involved in society after graduating (Kirkpatrick, 2016).

When viewed from behavioral evaluation, the output resulting from learning economics is that there are several students who are able to manage their finances well, as evidenced by the attitudes or behavior they demonstrate. The output of meaningful learning delivered by teachers is able to teach students not to be proud of the results of economic practices carried out, for example selling cilok, pastries and others. Of course, implementing knowledge directly in society makes students proud. This is in accordance with Abdul's (2000) research that the benefit of this practice is that we share our own abilities, our own potential that we realize needs to be shared with other people. And that person enjoys it, sees and learns from what we have created in these good practices. The teacher also appreciated the work of the students who had the courage to appear. The main essence of what teachers teach is a reflection of the experiences that teachers have gone through so that they are able to motivate students both in carrying out social interactions, demanding knowledge and practicing knowledge itself (Kemendikbudristek, 2022). The teacher also provides many examples of life realities that are related to the learning material.

Through collaborative intracurricular learning and P5 projects, it can be concluded that a new habit has been formed among students at SMAN 1 Lawang. Implementation of the school's sustainable lifestyle theme with the 7K culture sub-theme (safety, comfort, cleanliness, order, beauty, kinship, shade) makes the school atmosphere more conducive to learning. This program is intended so that students have good habits (Wahyuni, 2022). Apart from that, economic learning through IKM also forms a student initiative to entrust the pastries produced by students to the school cooperative. Several other students took the initiative to create an *online sales business* using a *reseller system* (Wahyuni, 2022).

Based on the evaluation of the results, the interview activities explained that with the existence of this merdeka curriculum, students' learning motivation increased. Especially in implementing P5 project learning activities, students do not feel bored with learning and can choose what fields they like according to their talents, interests, potential and interests (Wahyuni, 2022). Talents and interests need to be developed to produce achievements. The aim of developing talents and interests is to provide an environment that allows individuals to develop their talents optimally and in accordance with personality and human needs (Kunandar, 2009). Apart from that, in terms of student learning outcomes, it is also assessed that there has been an increase in the achievement of KD 1 and 2. Supervision from the school principal is also carried out periodically every semester according to a predetermined schedule. Supervision is carried out in intracurricular and co-curricular learning in certain subjects alternately. Supervision is carried out by the school principal, the aim is to help teachers improve the teaching

situation. One of the tasks is to improve the quality of the teaching and learning process in schools. Academic supervision carried out by the school principal for a teacher is an important part of the entire performance process of the teacher concerned, because the results obtained from supervision activities become the basis for sustainable professional teacher development (Kunandar, 2009). If we look at it in general, the implementation of the merdeka curriculum is considered successful in the selected aspect of IKM 1, namely independent learning. As an evaluation and follow-up in the future, for the new academic year SMAN 1 Lawang will upgrade its IKM thinking towards option 2, namely independent change by continuing to improve deficiencies during the implementation of IKM in this academic year. Apart from that, schools also continue to intensify and encourage teachers to massively participate in and access various training related to the implementation of IKM.

## Conclusion

The theoretical implication of the results of this research is that the Kirkpatrick model evaluation provides information about how to assess students' overall abilities. The practical implication is that the Kirkpatrick model evaluation is an alternative for teachers to get an idea of students' abilities in economics learning. Based on the evaluation results using the Kirkpatrick Model, both SMAN 1 Grati and SMAN 1 Lawang have been implemented well considering that both schools implemented the merdeka curriculum at different stages. These different stages make the objectives of implementing the merdeka curriculum that are applied also different, the higher the IKM stage that is implemented, the better the expectations and output achieved. This research has an impact on learning evaluation in general for other subjects with the same characteristics. Assessment in each learning process is carried out in various ways to obtain an optimal picture of the student's inherent potential, especially those related to certain subjects. This is done to improve student learning outcomes.

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