EVALUATION OF THE IMPLEMENTATION OF CATALYST SCHOOL SD PANCA BHAKTI IN KECAMATAN MAKASAR JAKARTA TIMUR

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ABSTRACT

This study evaluated the Implementation of the Catalyst Schools Program at SD Panca Bhakti, Makassar District, East Jakarta, using the Stake evaluation model. The purpose of this study is to identify the effectiveness of the program in improving the quality of education and identify supporting and inhibiting factors in its implementation. The methods used are qualitative methods with Case Study approaches, Phenomenology and descriptive investigation. Data was collected through in-depth interviews, observations, and document analysis. The results of the study show that the implementation of the Catalyst Schools Program at SD Panca Bhakti Makassar District, East Jakarta has had a positive impact on increasing student learning motivation and learning quality. And the improvement in the quality of Education can be seen from the Education Quality Report Card. Where there is an increase in value every year. However, there are several obstacles that need to be overcome, such as the limitations of facilities and infrastructure, as well as the understanding that is still diverse among teachers regarding the new curriculum. Based on antecedent, transaction, and outcomes evaluations, recommendations are given to improve and improve the implementation of this program in the future. This research is expected to be a guideline to improve the quality of Catalyst Schools at SD Panca Bhakti, Makassar District, East Jakarta, in particular and surrounding schools in general, with an emphasis on improving human resource management, increasing the use of learning media, and adjusting learning methods.

Keywords: Catalyst Schools Program, Stake evaluation model, Quality of education

INTRODUCTION

Education is a fundamental aspect of shaping the future of any nation, and ensuring quality education for all students is a critical goal. In Indonesia, the government continuously seeks ways to improve the education system, one of which is the Catalyst Schools Program, aimed at enhancing the quality of education through various interventions. SD Panca Bhakti, located in the Makassar District of East Jakarta, is one of the schools participating in this initiative. The Catalyst Schools Program is

designed to improve teaching quality, student learning motivation, and overall educational outcomes. However, despite the positive intentions and objectives of the program, its implementation faces various challenges.

The effectiveness of the Catalyst Schools Program in SD Panca Bhakti has been a topic of concern, particularly in terms of its impact on student learning outcomes and the overall school environment. While there have been improvements in student motivation and educational quality, there are still obstacles that hinder the optimal implementation of the program. These obstacles include limitations in school infrastructure, inadequate teacher understanding of the new curriculum, and a lack of sufficient support for teachers in adapting to the changes introduced by the program.

The variation in the implementation of the Catalyst Schools Program has led to differing results, with some areas showing significant progress while others lag behind. This raises important questions about the factors that contribute to the success or failure of the program. Therefore, it is essential to evaluate the implementation of the Catalyst Schools Program at SD Panca Bhakti to identify both the supporting factors that have contributed to its success and the inhibiting factors that have hindered its full implementation.

This study aims to address these concerns by evaluating the effectiveness of the Catalyst Schools Program in improving the quality of education at SD Panca Bhakti, Makassar District. By using a comprehensive evaluation model, this research will assess the implementation process, identify the challenges faced, and provide recommendations for improving the program in the future. Ultimately, the findings are expected to contribute to enhancing the quality of education not only at SD Panca Bhakti but also at other schools participating in the Catalyst Schools Program in East Jakarta and beyond.

METHOD

The method used in this evaluation is qualitative evaluation research using the Stake model which describes 3 categories of data: (1) Antecedent, which is any condition that exists before the teaching and learning process that can affect the results. (2) Transaction interactions that occur between students and teachers, students and students, and students and learning resources. (3) Outcomes are the results of the program. This evaluation model emphasizes on 2 main matrices in its description, namely descriptions (descriptions) and considerations (judgments). The depiction is carried out at each stage of Antecedent (introduction, i.e. initial conditions that may have an impact on the outcome), transaction (process), and outcomes (outcome). The data from the description is compared with the standard to see the conformity and then considered. The use of this type of evaluation model is based on making assessments about the program being evaluated and the ease of evaluation is carried out by comparing data in the field with standards so that an overview is obtained that shows the actual situation compared to the standard.

FINDINGS AND DISCUSSION

Based on Context Evaluation

Context evaluation of the implementation of the inclusive program at SD Negeri Cikampek Selatan 1 includes the background, objectives of inclusive education, collaboration with other agencies, and student acceptance.

Evaluation Findings:
1. Preliminary Stage (Antecedent):

a. Students' Conditions: Students showed increased learning motivation after the implementation of the Driving School Program, but there were some who still had difficulty adapting to the new learning approach.

b. Teachers' Conditions: There is variation in teachers' understanding of the new

c. curriculum, with most teachers still struggling to understand the Problem-Based Learning (PBL) and Project-Based Learning (PjBL) approaches. Facilities and Infrastructure: Limited infrastructure is one of the obstacles in the implementation of the program. Technological facilities are not adequate to support innovative learning.

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2. Transaction Stage (Transaction):

a. The implementation of PBL and PjBL approaches has gone well in some cases, but there is still confusion among learners, especially in the early grades, regarding the concept of project-based learning.

b. Authentic Assessment: Project-based assessments and authentic assessments are not optimal. Teachers still find it difficult to apply performance assessments, portfolios, and observation methods in the student evaluation process.

3. Outcomes Stage (Outcomes):

a. Improving Learning Quality: The Driving School Program has shown a positive

b. impact on improving the quality of education, especially in terms of students' motivation to learn and the quality of learning, which is reflected in the improvement in the Education Quality Report Card. Supporting and Inhibiting Factors:

c. Supporting and Inhibiting Factors: Several supporting factors were found such as student enthusiasm and support from the principal. However, the main obstacles are limited facilities, lack of technological support, and diverse understanding among teachers regarding the new curriculum.

Implementation evaluation is research, so the data collection method used in the implementation evaluation is the same as the data collection method in the research. The types of methods of labeling are interviews, observations, tests, documentation and inventory. In this study, the interview method will be used, because the source of the data is human as explained by Arikunto & Jabar, if the data collected comes from humans in the form of opinions, then it can be revealed by the interview method because the object of the data source is in the form of activities, the observation method is also used. (Arikunto & Jabar, 2018)

The Stake Countenance model emphasizes to evaluators to make decisions/judgments about the program being evaluated correctly, accurately and completely. Stake shows that the description on one side is different from the judgment or judgment. In this model, data on Antecedent (Input/context), Transaction (Process) and Outcomes (Product) data are not only compared to determine the gap between what is obtained and what is expected, but also compared with absolute standards so that the usefulness of activities in a program is clearly known.

Meanwhile, according to Musringudin, there are several objectives of program evaluation, including: (1) Measuring the influence of the program on the community. (2) Assess whether the program has been implemented according to the plan. (3) Measure whether the implementation of the program is in accordance with standards. (4) The program has been carried out in accordance with the standards that have been determined. (5) Program evaluation is expected to identify and find the dimensions of the program that is running and not running. (6) Program staff development. (7) Comply with the provisions of the law. (8) Program accreditation. (9) Measuring cost effectiveness and cost-efficiency. (10) Making decisions about the program. (11) Accountability. (12) Give back to the

program leaders and staff. (Musringudin, 2020).

This model is oriented to decision-making on each aspect by measuring the focus of evaluation which is then summarized in a matrix. Based on the flow of this Stake model, the researcher formulated the following research design: Description of the evaluation model for the implementation of the Independent curriculum in Driving Schools at SD Panca Bhakti, Makassar District, East Jakarta as follows:

1. Guidelines for the Implementation of the Driving School Program based on Permendikbudristek No. 262/M/2022(Permendikbudristek, 2022a)
2. Decree of the Head of BSKAP No.008/H/KR/2022 of 2022 Learning Outcomes (Keputusan Kepala BSKAP No.008, 2022)
3. Decree of the Head of BSKAP No.009/H/KR/2022 of 2022 concerning the Dimensions, Elements, and Sub-Elements of the Pancasila Student Profile in the Independent Curriculum.(Keputusan Kepala BSKAP No.009, 2022)
4. Permendikbudristek No. 16 of 2022 concerning Process Standards (Permendikbudristek, 2022b)
5. Permendikbudristek No. 21 of 2022 concerning Assessment Standards (Permendikbudristek, 2022c)
6. Permendikbudristek No. 5 of 2022 Graduate Competency Standards ((Permendikbudristek, 2022a))
7. Permendikbud No. 16 of 2007 concerning Academic Qualification Standards and Teacher Competencies. (Permendikbudristek, 2007)
8. Sarpras Guidelines based on Permendikbudristek Nomor 22 tahun 2023 (Permendikbudristek, 2023)
9. Guidelines for Learning and Assessment of Early Childhood, Primary and Secondary Education 2022(Kepala Badan Standar, 2022)
10. Permendikbud No. 12 of2024 on the Curriculum in Early Childhood, Primary and Secondary Education Levels.(Permendikbudristek, 2024)

Tabel 1 : *Evaluation Model with Stake's Countenance Model*

STAKE LAVEL	Description matrix		Judgement matrix	
	Intent	Observation	Standards	Judgement
Antecedent	Students	Condition of Students	Preparation, student activities	Giving consideration to the results of the interview
	Guru	Condition of Teacher's	Teacher competency standards based on Permendikbud No. 56 of 2022	
	Understanding the Curriculum	Understanding the Curriculum	Understanding of the Independent curriculum based on the 2022 Early Childhood, Primary, and Secondary Education Learning and Assessment Guidebook	
	Infrastructure	Condition of Infrastructure	Regulation of the Minister of Education, Culture, Research, and Technology Number 22 of 2023 concerning Facilities and Infrastructure Standards	Giving consideration to the results of observations
	Learning planning	Conditions of learning planning	Regulation of the Minister of Education, Culture, Research, and Technology Number 16 of 2022 concerning Process Standards	

Transaction	Implementation of learning	Implementation of learning	Early Childhood, Primary and Secondary Education Learning and Assessment Guide 2022	Giving consideration to the results of observations and interview results
	Authentic assessments	Implementation of authentic assessments	Assessment Standards of Permendikbudristek Number 53 of 2023 article 26 paragraph 1	
Outcomes	Assessments Result	authentic assessments Result	Independent Curriculum Assessment Standards are based on Permendikbud No. 21 of 2022	Giving consideration to the results of observations

Overall, the results of the evaluation indicate that the implementation of the Driving School Program at SD Panca Bhakti has had several successes, especially in improving student learning motivation and learning quality. However, key challenges related to infrastructure, teacher understanding, and technology application need to be addressed to achieve more optimal results.

(Data-Driven Planning) in 2023 and 2024.

EDUCATION QUALITY REPORT OF PANCA BHAKTI ELEMENTARY SCHOOL

| Identifikasi				
Masalah *Indikator level 1 yang ingin Anda intervensi*	Capaian 2023	Skor	Capaian 2024	Skor
A.2 Kemampuan numerasi	Kurang (39,29% siswa sudah mencapai kompetensi minimum)	39,29	Baik (76,19% peserta didik sudah mencapai kompetensi minimum)	76,19
D.1 Kualitas pembelajaran	Sedang	65,18	Sedang	63,77
A.3 Karakter	Baik	53,19	Baik	57,44
A.1 Kemampuan literasi	Baik (71,43% siswa sudah mencapai kompetensi minimum)	71,43	Baik (80,95% peserta didik sudah mencapai kompetensi minimum)	80,95

Picture 1: SD Panca Bhakti Quality Report Achievement Score

Source: National Assessment Statistics Data, Education Report, Ministry of Education, Culture, Research, and Technology

In the results of the above findings after the study, it was found that the percentage of success in the Evaluation of the Implementation of Driving Schools at SD Panca Bhakti, Makassar District, East Jakarta, where the success rate was dominated by the results of the implementation of the Driving School which achieved the highest percentage of 97% (Outcomes), followed by the success of the learning process (Transaction) of 95% and finally from the preliminary success criteria (Antecedent) of 93%. It is illustrated in the table below as follows:

Tabel 2 : Stake's *Countenance Model Percentage*

Stake Lavel Percentage

No	Section	Length %
1	Antecedent	93%
2	Transaction	95%
3	Outcomes	97%

Presentase Success Criteria

Antecedent	Transaction	Outcomes
93%	95%	97%
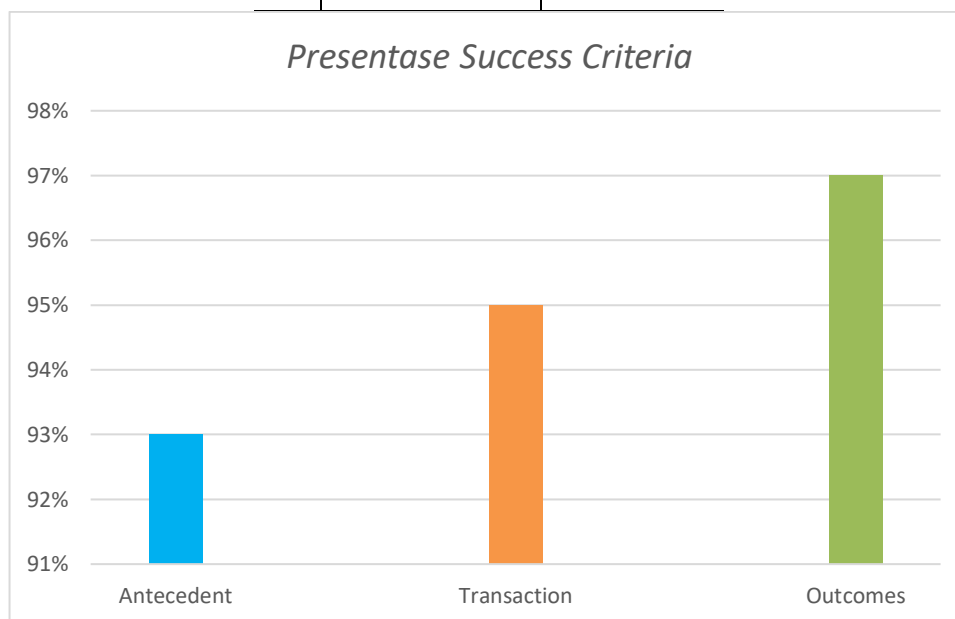
Picture 2: Success Criteria Percentage Graph

Source: Interview Results with respondents in the Evaluation of the Implementation of the Panca Bhakti Elementary School Mover Program

The discussion of evaluation with the Stake Countenance Model in this document outlines some key findings related to the implementation of the Driving School Program at SD Panca Bhakti, Makassar District, East Jakarta. The Stake Countenance Model emphasizes descriptions and judgments that are carried out in three stages: antecedent, transaction, and outcomes. Evaluation Discussion: Antecedent Stage: Description: At this stage, the initial conditions assessed include the readiness of students, teachers, and facilities and infrastructure in the school. One of the problems identified is the limitation of facilities and infrastructure such as technological facilities that are not optimal. The conditions of students vary, some are ready to take part in project-based learning, but some still have difficulty adapting. Smith, T., & Johnson, R. (2019).

"Challenges in the Implementation of School Programs: A Review".This journal highlights various challenges faced by schools, including the condition of students, teacher competence, curriculum understanding, infrastructure, and learning planning. Their findings show that adequate support from all stakeholders is critical to the success of the program.(Smith, 2019) Consideration: This condition is considered not to be in accordance with the ideal standards expected in the Driving School Program. Teachers' lack of understanding of the new curriculum, including the Problem-Based Learning (PBL) and Project-Based Learning (PjBL) approaches, is a significant obstacle. Diverse understandings reduce the effectiveness of the program. Process Stage (Transaction): Description: In the learning process, PBL and PjBL models are applied as the main methods. However, at this stage,

some teachers and students have difficulties, especially in understanding the concept of project-based learning. Learning has not fully run as expected, especially in terms of the use of innovative technology and learning media.

"Effects of project-based learning on academic achievement: A meta- analysis" oleh Stojadinović Miloš N. (Departman of Psychology, Faculty of Philosophy, University of Niš, Serbia). Project-based learning (PjBL) is considered an alternative to traditional transitive instructional approaches. This study aims to synthesize empirical findings about the effect of PBL on academic achievement. The results justify further research on the concept of PBL and find the optimal implementation method for this instructional approach.(Stojadinović et al., 2021)

Consideration: Evaluation at this stage shows that the implementation of learning is still not optimal. The use of authentic assessments such as observations, portfolios, and performance assessments has not been implemented optimally by teachers. This obstacle is caused by the limited ability of teachers and lack of technological support. Outcomes:

Description: The results of the implementation of this program can be seen in the improvement of the quality of education, especially in terms of student learning motivation and improvement in education quality scores, which is shown through the Education Quality Report which has improved every year. However, challenges remain in terms of sustainable and authentic assessments. Consideration: Despite the improvement in the quality of learning, the evaluation results are not completely satisfactory. Obstacles in the implementation of the program, especially related to assessment, limited facilities, and teacher competence, hinder the achievement of better results. However, the positive impact on student motivation shows that the program has potential if those barriers can be overcome.

The evaluation with the Stake method emphasized that although the implementation of the Driving School Program at SD Panca Bhakti showed positive results in several aspects, especially in improving learning motivation and learning quality, there are several significant obstacles that need to be addressed. Lack of understanding of teachers, limited infrastructure, and suboptimal use of technology are the main focuses that must be improved so that the program can run more effectively in the future. This evaluation also provides important considerations that more intensive mentoring is needed for teachers, increased access to technology, and advanced training in the use of project-based learning methods and authentic assessments.

CONCLUSION

Based on the evaluation with the Stake Countenance Model, the implementation of the Driving School Program at SD Panca Bhakti, Makassar District, East Jakarta, showed several important findings:

1. Readiness and Initial Understanding: This program has a positive impact in increasing student learning motivation and learning quality. However, there are limitations in facilities and infrastructure, as well as teachers' understanding of the curriculum and project-based learning approaches (PBL and PjBL) that are still diverse.

2. Learning Process: The implementation of Problem-Based Learning (PBL) and Project-Based Learning (PjBL) has not run optimally due to the lack of teacher understanding and student readiness. Authentic assessment is also not optimal, with difficulties in applying observation, portfolio, and performance assessment methods.

Outcomes: The improvement in the quality of education can be seen from the Education Quality Report, which shows an increase in grades every year. However, some challenges, such as limited facilities and teacher understanding, need to be overcome to achieve more optimal results.

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