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Evaluation of E-Performance: CIPP Model on the Merdeka Mengajar Platform at SMPN 1 Maiwa

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ABSTRACT

This study aims to evaluate the implementation of the E-Performance program on the Merdeka Mengajar Platform at SMPN 1 Maiwa using the CIPP (Context, Input, Process, Product) evaluation model. This research adopts a descriptive qualitative approach, with data collected through interviews, observations, and documentation. The evaluation results for the context aspect indicate that the implementation of E-Performance is motivated by the need to improve the efficiency of teacher performance appraisal and to address weaknesses in psychological support and classroom management as shown by the education report card. Teachers and the principal demonstrate a clear understanding of the role of E-Performance in supporting data-driven learning, although student involvement remains limited. In the input aspect, it was found that teachers' readiness to use E-Performance is uneven, training has not been systematic, and technical issues such as internet access continue to pose challenges. Additionally, internal regulations and external supervision are not yet fully optimized. The process aspect shows that the program is routinely carried out through the completion of RHK and reporting activities; however, it still faces operational technical difficulties and a lack of follow-up supervision focused on improvement. Meanwhile, in the product aspect, the E-Performance program positively impacts time efficiency, reporting consistency, and teachers' reflective awareness. Nonetheless, the increase in motivation and innovation in learning is uneven, and the use of evaluation results for professional development remains limited. These findings highlight the need to strengthen training, internal regulations, infrastructure support, and ongoing monitoring strategies so that E-Performance can serve as an effective and sustainable tool for improving teacher performance.

Keywords: E-Performance, Merdeka Mengajar, program evaluation, CIPP, teacher performance

INTRODUCTION

The development of digital technology has driven transformations in various aspects of life, including in the field of education. One form of this transformation is the digitalization of teacher performance management systems, which has become an integral part of educational reform in Indonesia. In the era of Merdeka Belajar (Freedom to Learn), teachers are required not only to act as educators, but also as learners who are able to plan, implement, and evaluate the learning process in a reflective and sustainable manner. Amid these demands, the E-Performance (E-Kinerja) program integrated into the Merdeka Mengajar (Independent Teaching) Platform emerges as an instrument to support teachers' professional performance, with the expectation that it can provide more structured and well-documented direction for learning activities and professional development.

At the school level, such as at SMPN 1 Maiwa, the implementation of the E-Performance program has become part of efforts to digitalize teacher performance. However, in practice, several challenges are found, such as limited technical understanding, irregular supervision, infrastructure constraints, and the suboptimal integration of the program into the school's work culture. This phenomenon reflects a gap between policy and its implementation, which affects the effectiveness of the E-Performance program in improving the quality of teacher performance. Therefore, a systematic program evaluation is needed to determine the extent to which this program is running in accordance with its intended objectives.

Several previous studies have highlighted the importance of program evaluation in education to ensure effectiveness and efficiency in its implementation. According to Stufflebeam (2003), program evaluation based on the CIPP (Context, Input, Process, Product) model is a comprehensive approach to assessing various important aspects of a program, starting from initial needs to the outcomes achieved (Maryati et al., 2023; Mufid, 2020; Robiah et al., 2023). This model has been widely used in educational evaluation, including in curriculum development, teacher training, and technology-based educational policy innovations.

In addition, several studies have shown that the digitalization of teacher performance appraisal through online platforms can enhance administrative efficiency, performance accountability, and professional motivation when supported by adequate training and supervision (Juliani et al., 2025; Mawaddah et al., 2024; Uula & Ali, 2025). Nevertheless, similar studies also emphasize that successful implementation is highly dependent on human resource readiness, infrastructure support, and policy consistency at the school level. Therefore, more contextual and in-depth studies are needed to evaluate the effectiveness of the E-Performance program in specific educational settings.

This study aims to evaluate the implementation of the E-Performance program on the Merdeka Mengajar (Independent Teaching) Platform at SMPN 1 Maiwa using the

CIPP evaluation model. The evaluation focuses on four main components, namely: the context of needs and background of the program, the readiness of inputs and resource support, the implementation process, and the outcomes and impacts of the program on teacher performance.

his research is important because the success of an educational program depends not only on policy design, but also on technical implementation at the school level. By comprehensively evaluating the E-Performance program, the findings of this study are expected to provide strategic input for schools, education offices, and policy makers to improve and strengthen aspects that are not yet optimal. In addition, the research findings can serve as a reference for developing data-based policies in the era of digital transformation in education.

The theoretical foundation used in this study is the CIPP evaluation model developed by Stufflebeam. This model examines programs from four important dimensions: (1) Context, to assess the relevance and necessity of the program within its environment; (2) Input, to assess strategies, resources, and implementation plans; (3) Process, to assess the actual implementation of the program; and (4) Product, to assess the results and impacts of the program's implementation. This model is relevant because it can provide a holistic picture of a program's successes and challenges.

As a grand theory in educational program evaluation, CIPP is highly suitable for use in the context of the Merdeka Mengajar policy, which is rich in reflective and sustainable principles. CIPP-based evaluation does not only look at the final results, but also analyzes the processes and conditions that influence those results (Jamaluddin et al., 2022; Lestari et al., 2024; Nabila & Nadlir, 2025; Nurhayani et al., 2022). This enables policy makers to carry out improvements at all levels, rather than judging the program solely from an output-oriented perspective.

Based on this explanation, the use of the CIPP model in this study not only provides a strong theoretical foundation, but also an applicable approach to evaluating the E-Performance program. This model allows the researcher to identify the strengths and weaknesses of the program systematically and to offer relevant improvement recommendations based on empirical data from the field.

METHOD

This study employed an evaluative research design with a descriptive qualitative approach to examine the implementation of the E-Performance system on the Merdeka Mengajar platform at State Junior High School 1 Maiwa. The evaluation was guided by Stufflebeam's CIPP model (Context, Input, Process, Product), which was used to assess the rationale for adopting the program, the adequacy of resources and strategies, the actual implementation process, and the outcomes in terms of teachers' motivation and performance.

The research was conducted at State Junior High School 1 Maiwa, Enrekang Regency, South Sulawesi, Indonesia, during March–May 2025, when the E-Performance program had been formally integrated into the Merdeka Mengajar platform. Participants were selected through purposive sampling based on their roles and involvement in the program. They consisted of teachers who actively used the

platform and regularly completed E-Performance reports, the principal who provided leadership and supervision, school supervisors responsible for monitoring the program, and students as additional informants to capture indirect effects of the program on classroom practices.

Data were collected through in-depth interviews, participant observation, and document analysis. Interviews with teachers, the principal, and supervisors explored their perceptions, experiences, and judgments regarding the E-Performance program. Observations focused on teachers' activities when using the platform and completing performance reports, while documentation included work plan reports, E-Performance outputs, school policy documents, and screenshots of activities in Merdeka Mengajar. Thematic qualitative analysis was carried out through data condensation, data display in matrices and narrative form, and conclusion drawing and verification. Trustworthiness was ensured through source triangulation (teachers, principal, supervisors), member checking with key informants, and peer debriefing with colleagues to minimize researcher subjectivity.

RESULT AND DISCUSSION

Result

Needs and Background (Context)

Based on interviews with several teachers at SMPN 1 Maiwa, it was found that the implementation of the E-Performance program emerged from the need to improve efficiency in teachers' daily performance reporting and evaluation. One subject teacher stated:

"Before E-Performance, we mostly recorded learning activities manually. Sometimes not everything was recorded, so it was difficult when we needed to evaluate. Now it is easier, we just input it into the platform."

This statement shows that E-Performance is perceived as a digital solution that facilitates more systematic documentation of teachers' activities. Furthermore, the principal revealed that this program is part of the school's response to the education report card results, which indicated the need for improvement in psychological support for students and classroom management. In the interview, the principal explained:

"We looked at the data from the education report card and found that classroom management and psychological climate were still low. So we encouraged teachers to be more active in self-reflection through E-Performance. There, they can write down learning objectives and what has been done each week."

This indicates that the school utilizes E-Performance as a tool for data-based learning. The teachers also understand that this program functions not only as an administrative reporting tool, but also as a medium for reflection and planning. Another teacher explained:

"Through the RHK that we fill in, I can be more aware of whether my teaching has met the targets or not. So it is not just a formality, but it also helps with self-evaluation."

The observation results support these findings. During observations in the teachers' room and during weekly reporting, it was seen that teachers routinely accessed the Merdeka Mengajar Platform, filled in E-Performance reports, and had brief discussions regarding the performance indicators that needed to be fulfilled. However, student involvement in this process is still limited. In interviews with several students, they only knew that their teachers often "filled in reports on the laptop," but did not specifically know that this was part of teacher performance evaluation.

One student said:

"The teacher often sits for a long time in front of the computer after class. They say they are filling in E-Performance. But I don't know what it is about."

This statement shows that although teachers are actively engaged in reporting, the E-Performance program has not yet reached aspects of transparency or direct student participation, particularly in building more responsive psychological and pedagogical relationships. The implementation of the E-Performance program is driven by the need to increase the efficiency of teacher performance evaluation, adapt to the digital era, and respond to education report card data that indicate weaknesses in psychological support and classroom management. Teachers and the principal understand that this program supports data-based learning implementation. However, student involvement remains limited, even though they are aware of their teachers' routine activities related to E-Performance.

Readiness of Resources and Support (Input)

Interview results with several teachers at SMPN 1 Maiwa show that most teachers already have basic technical understanding of how to use E-Performance on the Merdeka Mengajar (Independent Teaching) Platform. However, there is a gap in the level of mastery and readiness among teachers. One teacher stated:

"We have attended E-Performance training before, but only once and it was brief. After that we just learned on our own or asked colleagues if there was something we didn't understand."

This indicates that the training provided is still general in nature and not sufficiently in-depth to equip teachers to independently overcome technical challenges. Furthermore, observations in the school environment confirm these findings. During weekly reporting activities, it was observed that some teachers still needed assistance from colleagues to operate certain features on the platform. Teachers who were more familiar with the system usually helped other teachers informally. However, there is no formal, systematic assistance provided by the school or the education office.

In addition, infrastructure issues remain a real challenge. Observation results show that the school's internet connection often experiences disruptions, especially when several teachers access the platform at the same time. A homeroom teacher stated in an interview:

"When the network is weak, we are forced to postpone filling in E-Performance or use our personal data. But not all teachers have enough data quota."

This statement confirms that the availability of adequate infrastructure is still uneven and can affect the consistency of program implementation. From a policy perspective, the principal acknowledges that the implementation of E-Performance at the school has not yet been set out in the form of formal regulations or an official decree. He stated:

"We started implementing this program last year, but there are indeed no written rules yet. We are still in the adjustment and trial phase."

As a result, there is no standardized internal control and evaluation mechanism in the implementation of E-Performance, including the division of roles, reporting schedules, or a system for reporting technical problems. Meanwhile, in an interview with a senior teacher, it was mentioned that the role of school supervisors in supporting this program is still very limited:

"So far there has been no direct supervision from the school supervisor regarding E-Performance. If there is monitoring, it is more about general administration and has not touched reporting on the platform."

This indicates that external supervision has not yet been optimally directed toward ensuring the continuity and effectiveness of the program. Overall, the interview and observation results show that the readiness of human resources and infrastructure at SMPN 1 Maiwa has not fully supported the implementation of E-Performance to its maximum potential. Gaps in teachers' understanding, limited training, technical network constraints, the absence of internal policy documents, and weak supervision are factors that need to be addressed promptly so that this program can be implemented optimally and sustainably.

Based on these interview and observation findings, it can be concluded that although most teachers understand the technical use of E-Performance, their readiness is still not evenly distributed. The training provided has not been in-depth and structured, and infrastructure such as internet connectivity still faces technical problems. Internal school policies related to E-Performance implementation have not yet been formalized, and supervision by school supervisors has not taken place optimally. This shows that administrative and regulatory support still needs to be strengthened.

Program Implementation Process (Process)

Based on interviews with several teachers at SMPN 1 Maiwa, it is known that the implementation of the E-Performance program has been carried out routinely, primarily through the completion of the Performance Outcome Plan (Rencana Hasil Kinerja/RHK) and the reporting of learning activities via the Merdeka Mengajar Platform. One teacher stated:

"We usually fill in the RHK every week. It has become a routine now, but sometimes we are still confused about determining the right indicators for certain activities."

This statement indicates that although the activities are carried out regularly, teachers' understanding in setting performance indicators is not yet fully optimal. In observations conducted over several weeks, it appeared that the majority of teachers completed their E-Performance entries at certain times independently, using either

school computers or personal devices. There was evidence of discipline in implementation, but there were also teachers who seemed unsure when accessing the platform or formulating reporting indicators. Some of them were seen asking for help from colleagues who were more technically familiar with the platform.

The principal explained that he plays a role in facilitating and reminding teachers to complete reports periodically:

"We do routinely remind teachers to fill in E-Performance. But there is not yet any specific supervision to discuss the detailed results. It is still general in nature."

This statement illustrates that the principal's role is more administrative facilitation than reflective guidance on the content of teacher performance reports. Several teachers also complained about technical obstacles that hinder the smooth implementation of the program. One teacher mentioned:

"Sometimes when we want to fill in E-Performance, the platform is difficult to access. The server is slow or we even fail to log in. In the end, we have to postpone it or use our mobile phone if the signal is stronger."

Login issues and server disruptions such as these are major obstacles that frequently occur, especially when many teachers access the system at the same time. Observations support these findings. On certain days, especially near reporting deadlines, access to the platform became slower, and teachers appeared to struggle to save their performance entries. There is no dedicated technician or IT staff officially assigned to handle these technical problems, so teachers must resolve issues on their own or by helping one another.

In general, the implementation of the E-Performance program at SMPN 1 Maiwa has proceeded with discipline and active participation from teachers. However, the process has not yet been fully effective because it is still constrained by limited technical understanding, inaccuracies in formulating indicators, the lack of reflective supervision, and technical obstacles that have not been addressed systematically. This indicates the need for more intensive technical and academic assistance so that the implementation process does not only run administratively, but also contributes to a comprehensive improvement in teacher performance.

The E-Performance program has been implemented routinely through RHK completion and reporting activities on the Merdeka Mengajar Platform. Teachers actively participate in these activities, although some still experience difficulties in operating the system and in determining appropriate indicators. The principal facilitates these activities on a regular basis, but supervision remains general and is not yet focused on follow-up to performance results. Technical obstacles such as server disruptions and login access issues have become major barriers in the implementation of this process.

Impact on Teacher Motivation and Performance (Product)

Based on interviews with teachers at SMPN 1 Maiwa, the E-Performance program has had a positive impact, especially in terms of time efficiency and regularity of performance reporting. One teacher stated:

"Since using E-Performance, I have become more organized in recording activities. In the past, I sometimes forgot to document them, but now I am used to filling it in every week."

The teacher also revealed that the digital reporting system helps them to be more focused and consistent in planning learning activities. In addition, teachers admitted that E-Performance encourages them to reflect on their performance targets and achievements. One subject teacher explained:

"In the RHK, we are asked to write the indicators we want to achieve. From there I start to think whether my lessons are already in line with the goals or need improvement. So I have become more aware of the learning objectives."

This shows that the program has fostered reflective awareness of the learning process, even though it has not yet fully led to changes in teaching strategies. However, the interview results also reveal that not all teachers have experienced significant increases in work motivation or instructional innovation. One teacher admitted:

"I am indeed more diligent in reporting, but in terms of innovation or changing how I teach, there hasn't been much. Sometimes it's because there isn't enough time or I don't have new ideas yet."

This statement indicates that the E-Performance program is still perceived more as an administrative demand rather than as a comprehensive professional development tool. Based on observation, it appears that teachers do routinely carry out weekly reporting, but there is rarely any follow-up pedagogical discussion or development of teaching strategies based on the evaluation results. Some teachers seem to fill in the RHK formally, without showing initiative to change their classroom practices. Reflective activities carried out through the platform appear to be individual in nature and have not developed into collaborative practices among teachers.

The principal also acknowledged this in his interview. He stated:

"E-Performance has helped teachers to be more orderly, but we still need more encouragement so that the evaluation results are used to improve the quality of learning, not just for filling in reports."

This statement reinforces that the use of E-Performance data for teacher professional development has not yet been optimal. Overall, the E-Performance program has made a positive contribution to building regularity, efficiency, and teachers' reflective awareness of their performance. However, not all teachers have used E-Performance as a tool for transformation in enhancing motivation and instructional innovation. There remains a gap between administrative reporting and data-based professional follow-up, so more intensive mentoring strategies are needed to ensure that evaluation results truly have an impact on sustainable improvement in teacher performance.

The E-Performance program has had positive effects in terms of time efficiency, regularity of performance reporting, and increased teacher awareness of performance targets and indicators. Teachers feel more guided in reflecting on the learning process. However, not all teachers demonstrate significant improvements in instructional innovation or higher work motivation. There is still a gap in the use of evaluation results for professional development, and not all teachers use E-Performance as a reference for continuous improvement.

DISCUSSION

The E-Performance program implemented at SMPN 1 Maiwa is a response to the need to improve the efficiency of teacher performance evaluation and to adapt to the digital era. The implementation of this program is also an effort to address weaknesses reflected in the education report card, particularly in the areas of psychological support for students and classroom management. Teachers and the principal demonstrate a reasonably good understanding of the role of E-Performance in supporting data-based learning. However, interview and observation results show that student involvement in this process remains limited. Although students are aware of their teachers' activities related to performance reporting, they have not yet become part of a more reflective and participatory learning process as expected in transformative teaching practices.

From the perspective of resource readiness, the implementation of E-Performance still faces several challenges. Although most teachers understand how to use the platform technically, this readiness is not yet evenly distributed. Gaps in technological competence among teachers, the lack of in-depth and continuous training, and infrastructure constraints such as unstable internet access are the main obstacles. In addition, the school's internal policies have not yet formally regulated the mechanisms for implementing E-Performance, so there are no standard procedures or systematic supervision in place. External supervision from school supervisors has also not addressed the substantive aspects of program implementation, indicating that administrative and regulatory support still needs to be strengthened to fully support program effectiveness.

Technically, the implementation of the program has been carried out routinely, particularly through the weekly completion of the Performance Outcome Plan (Rencana Hasil Kinerja/RHK) by teachers. Teachers demonstrate active involvement in this process, although some still experience difficulties in determining appropriate performance indicators. The principal has played a role as a facilitator of implementation, but the supervision provided remains administrative in nature and has not yet been directed toward reflective coaching based on teachers' performance results. In general, the program has had a positive impact on the regularity of reporting and teachers' reflective awareness of learning objectives. However, improvements in work motivation and instructional innovation have not been evenly distributed, and the use of performance evaluation data for teacher professional development is still not optimal. This indicates the need to strengthen mentoring strategies and a culture of reflection within the school so that E-Performance can become not only an administrative tool, but also a transformative instrument for improving the quality of education.

The CIPP evaluation model developed by Stufflebeam is an appropriate approach for evaluating the E-Performance program because it encompasses four important dimensions: context, input, process, and product. According to Stufflebeam (2003), evaluation does not merely function to assess a program's success, but also serves as a tool for decision-making in ongoing improvement. In the context of E-Performance, this model enables a comprehensive evaluation of the school's needs, resource readiness, technical implementation, and resulting impacts. Thus, this approach is highly suitable

for assessing programs that involve changes in behavior, technology, and work culture in education.

This study is also in line with findings from several previous studies which show that the use of digital platforms in teacher performance management can improve administrative efficiency and facilitate performance reflection (Akhyar et al., 2025; Shelvia, 2025). However, these studies also emphasize that successful implementation is strongly influenced by teacher readiness, the availability of training, and adequate infrastructure support. This is consistent with the situation at SMPN 1 Maiwa, where the program has been routinely implemented, yet administrative support and the use of evaluation results for professional development remain limited.

In addition, several other studies underline that technology-based innovations in the education system must be accompanied by a transformation of school organizational culture (Kurnia & Rofiq, 2025; Soegiarto et al., 2023). This means that programs such as E-Performance cannot simply be carried out as administrative routines, but must be developed into quality improvement tools through the habituation of reflective, collaborative, and instructional improvement practices. In the case of SMPN 1 Maiwa, E-Performance has not yet been utilized as a systematic means of teacher professional development, which indicates the importance of further transformation in the school's work culture.

The relevance of theory and previous research findings in the context of this study lies in the similarity of challenges in implementing technology in school environments. Both the CIPP model and prior research findings emphasize the importance of synergy between human resource readiness, policy support, and technical implementation. The findings at SMPN 1 Maiwa show that these aspects have not yet operated in balance, thus hindering the achievement of the optimal impact of the E-Performance program.

Moreover, the CIPP model provides a conceptual framework that not only assesses final outcomes, but also considers causal factors at each stage of implementation. This is highly relevant given that many educational programs fail not because of their substantive content, but because of misaligned implementation. Therefore, this model is not only theoretically relevant but also practically applicable in the context of data-based school quality improvement as promoted by the Merdeka Mengajar Platform.

The implications of this study's findings indicate that schools need to strengthen internal regulation and teacher support mechanisms. The implementation of the E-Performance program should not stop at routine reporting, but should be directed to become part of the school's strategy for teacher professional development. This can be done through continuous training, structured reflective supervision, and the formulation of clear internal policies to ensure the sustainability and consistency of program implementation.

In addition, the evaluation results provide important input for policy makers, particularly the Education Office and the developers of the Merdeka Mengajar Platform, to provide more responsive technical support. This includes improving network access, refining performance reporting features, and developing a feedback system that enables teachers to receive direct input from principals or supervisors. With a more collaborative approach, the E-Performance program can be perceived more as a quality improvement tool rather than merely an administrative obligation.

However, this study has limitations because it was conducted in only one school using a qualitative approach. Its findings cannot be generalized broadly without considering other schools' contexts, which may have different characteristics. Furthermore, student involvement as informants was limited, so the program's impact on students' learning experiences has not yet been fully portrayed.

CONCLUSION

Based on the findings of this study on the implementation of the E-Performance program on the Merdeka Mengajar Platform at SMPN 1 Maiwa using the CIPP evaluation model, it was found that although the program has made a positive contribution in terms of efficiency of performance reporting and increased teachers' reflective awareness, its utilization has not yet been fully integrated into sustainable professional development and instructional innovation. The novelty of this research lies in the identification of a gap between the administrative implementation and the transformative impact of the E-Performance program at the school level, as well as in the emphasis on the need to strengthen internal regulations, reflective supervision, and infrastructural support so that digital programs of this kind are not merely mechanistic, but can function as strategic tools for driving changes in teachers' work culture and improving the quality of learning in the digital era.

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