

Adaptation of Tyler's Evaluation Model in Assessing the Success of Project-Based Learning in the Implementation of the Independent Curriculum at SMP Patriot Bekasi

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Abstract: This study aims to evaluate the effectiveness of implementing the Tyler evaluation model in assessing project-based learning within the framework of the Independent Curriculum at SMP Patriot Bekasi. The Independent Curriculum promotes a shift in learning paradigms, one of which is through project-based learning that emphasizes the holistic development of students' character and competencies. A descriptive qualitative approach was employed, using data collection techniques including interviews, observations, and documentation. Interviews were conducted with school principals, teachers, students, and parents; observations focused on the learning process, infrastructure, and curriculum implementation support; while documentation provided supplementary data related to learning programs. The findings indicate that the adaptation of Tyler's evaluation model—which focuses on alignment between learning objectives, experiences, and outcome assessments—effectively enhanced student motivation, creativity, and critical thinking. The learning process became more engaging and meaningful. The synergy between teachers, students, schools, and parents emerged as a key factor in the successful implementation of the projects. The evaluation encompassed cognitive, affective, and psychomotor domains, contributing to the realization of the Pancasila Student Profile values. However, the study also identified several challenges, including limited teacher familiarity with new methodologies, inadequate facilities, and varying levels of student readiness for project-based learning. These findings suggest that while Tyler's model can be effectively adapted to support the Independent Curriculum, its success depends on continued professional development for teachers and improved learning infrastructure.

Keyword: Tyler Evaluation, Project Based Learning, Independent Curriculum, Pancasila Student Profile, Educational Evaluation

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Introduction

Evaluation plays a crucial role in the learning process, serving not only as a means to measure student achievement but also as a strategic tool for improving instructional practices. In an educational context, evaluation encompasses both formative and summative approaches—formative evaluation is used to monitor student progress during the learning process and to provide timely feedback, while summative evaluation assesses overall learning outcomes at the end of an instructional period. Beyond mere assessment, evaluation functions as a reflective mechanism for educators to analyze the effectiveness of teaching strategies, identify learning gaps, and inform future instructional planning. Through well-designed evaluation systems, teachers can ensure that educational

objectives are not only achieved but also aligned with students' needs and the demands of the curriculum (Fortuna, 2021). Ralph Tyler (1950) stated that evaluation is the process of determining the extent to which educational goals have been achieved. This evaluation model emphasizes the close relationship between the formulation of educational goals, learning experiences, and the evaluation tools used. In the current educational context, Tyler's evaluation model remains relevant and has great potential to be adapted in the development of a modern evaluation system, including in the implementation of the Independent Curriculum (*BAB_I*, n.d.).

The Independent Curriculum is here as a response to the needs of the times that demand more flexible, student-centered learning, and foster 21st-century skills such as critical, creative, collaborative, and communicative thinking. One of the main approaches in this curriculum is project-based learning (PjBL) which aims to develop students' problem-solving skills, creativity, and independence. Wiratama and Irfan (2023) show that PjBL can encourage the optimization of students' creative potential and make them better prepared to face challenges through innovation. This shows that this learning approach is very relevant in supporting the achievement of the Pancasila Student Profile

However, until now, there remains a significant gap in the availability and use of evaluation instruments and models to comprehensively assess the effectiveness of project-based learning within the *Merdeka Curriculum*. Most existing evaluations tend to focus on cognitive learning outcomes, while lacking tools that adequately measure the learning process, development of soft skills, and 21st-century competencies such as critical thinking, creativity, communication, and collaboration. Several previous studies have shown that the project-based learning approach can indeed enhance student creativity and teamwork. For example, Hasbullah and Mahmuda (2024) found that the project-based curriculum is effective in fostering 21st-century skills and promoting a holistic learning experience. However, without comprehensive evaluation models that capture both the product and the process of learning, the full impact of project-based learning remains difficult to quantify and optimize.

However, this study did not touch on the evaluation aspect systematically, especially through the Tyler evaluation model approach. On the other hand, research by Ambawani (2024) which uses the Tyler objective-based evaluation approach on the Merdeka Mengajar platform only targets the context of non-formal education policies and has not integrated aspects of project learning at the formal education unit level. The second study conducted by Cettra Shandilia Latunusa Ambawani from the Muhammadiyah University of Surakarta in 2024, entitled "Evaluation and Follow-up of the Utilization of the Merdeka Mengajar (PMM) Platform," used the objective-based policy evaluation approach popularized by Tyler (Shandilia Latunusa Ambawani et al., 2024).

Thus, there is an urgent need to explore how the Tyler Evaluation Model can be effectively adapted in evaluating project-based learning in the Independent Curriculum in formal education units. This adaptation is important so that the evaluation does not only focus on the final results of students, but also includes the process of achieving educational goals, including their involvement, creativity, and collaboration during the project.

This study has scientific novelty because: (1) it fills the gap between the evaluation needs of the Independent Curriculum and the classical objective-based evaluation approach; (2) tests the effectiveness of the Tyler Evaluation Model in the context of project-based learning in formal schools; and (3) develops a practical and conceptual understanding for the preparation of learning evaluations oriented towards holistic educational goals. The formulation of the problem in this study is how the adaptation of

the Tyler evaluation model can be used to assess the success of project-based learning in the implementation of the Independent Curriculum at SMP Patriot Bekasi. This study aims to analyze and describe the adaptation of the Tyler Evaluation Model in assessing the success of project-based learning in the Independent Curriculum, as well as to identify the contribution of this model in achieving the educational goals mandated by the curriculum.

Methodology

This study uses a descriptive qualitative approach that aims to gain an in-depth understanding of the application of the Tyler evaluation model in project-based learning in the Merdeka Curriculum. The study was conducted at SMP Patriot Bekasi in December 2024 - January 2025. The objectives of this study were to determine the effectiveness of the application of the Tyler evaluation model as well as the obstacles and strategies carried out by the school in improving the quality of learning. The subjects of the study included the principal, vice principal for curriculum, subject teachers, students, and parents who were selected through purposive sampling techniques, because they were directly involved in the implementation of the curriculum. The research procedure was carried out through several stages, namely submitting permission, preparing instruments, collecting data through observation, interviews, and documentation studies, then continuing with reduction, presentation, and drawing conclusions from the data obtained. The type of data collected was qualitative data, and the instruments used included observation guidelines, interview guidelines, and documentation study formats. Data collection techniques were carried out through direct observation of learning activities, in-depth interviews with informants, and studies of school documents such as syllabuses, lesson plans, and curriculum implementation reports as well as celebration and work title activities. Data analysis used the Miles and Huberman model which includes three stages, namely data reduction, data presentation, and drawing conclusions. To ensure the validity of the data, triangulation of sources and techniques was carried out, as well as validation through discussions with experts and confirmation of data to research subjects. This study also pays attention to ethical principles by maintaining the confidentiality of respondents' identities and obtaining consent before conducting interviews.

Result and Discussion

Overview of the implementation of project-based learning in the Independent Curriculum

Project based learning (Project-Based Learning/PjBL) is one of the approaches recommended in the Independent Curriculum to encourage students to actively build knowledge through completing meaningful real projects. At SMP Patriot Bekasi, this approach is implemented as an integral part of the strategy to strengthen the Pancasila Student Profile. Based on the results of observations and documentation, projects are carried out in the form of cross-subject or thematic projects that are integrated into the curriculum structure.

The implementation of PjBL is carried out in the form of learning activities that emphasize exploration of contextual problems, group collaboration, inquiry processes, and presentation of results. The Merdeka Curriculum provides teachers with the freedom to design activities that are relevant to the needs of students and their social environment.

These projects not only pursue academic achievements, but also shape students' character, 21st century skills, and social awareness.

Based on the results of interviews with teachers and students, some examples of projects that have been implemented at SMP Patriot Bekasi are celebrations and work shows themed *My Culture My World*. As part of the implementation of the Independent Curriculum, the Pancasila Student Profile Strengthening Project (P5) at SMP Patriot Kota Bekasi carries the theme "My Culture My World". This theme aims to instill the values of diversity, respect cultural diversity, and shape students' character as a generation that knows and loves the cultural heritage of the archipelago in a global context.

The celebration and work title were held as a form of showing the results of the learning projects that students had done for several weeks. This activity was held in the school yard at the end of December 2024 and became a moment of pride not only for students, but also for teachers, parents, and the surrounding community.

The project entitled *My Culture My World* began with the process of exploration by students of traditional cultures from various regions in Indonesia. Students were divided into groups based on the cultural regions they chose, such as Java, Sunda, Betawi, Minangkabau, Dayak, Bali, Papua, and others. Each group conducted simple research on traditional clothing, traditional dances, musical instruments, typical foods, and cultural values from the region.

In project implementation, the role of teachers is very important as facilitators and guides. Teachers are no longer the center of information, but guide students in formulating problems, designing solutions, and reflecting on the learning process they are undergoing. Teachers also prepare assessment rubrics that are in accordance with project objectives and conduct ongoing assessments.

Students act as active subjects in learning. They are responsible for the preparation of project plans, data collection, product preparation, and presentation of work results. Student involvement in this process encourages the growth of a sense of responsibility, collaboration, creativity, and critical thinking skills.

The school, particularly the principal and curriculum team, provided policy and logistical support, including allocating dedicated time within the curriculum structure for project implementation, integrating the project into the learning outcomes report, and providing training to teachers to be able to design and evaluate projects effectively.

Support from all parties shows that the implementation of project-based learning at SMP Patriot Bekasi has been carried out systematically and in line with the spirit of the Merdeka Curriculum. This finding strengthens the theory that the PjBL approach is effective in creating meaningful learning if supported by careful planning, active participation of all parties, and appropriate evaluation—as Tyler's evaluation principle emphasizes the suitability between objectives, learning experiences, and evaluation of results.

The P5 *Budayaku Duniaku* celebration at SMP Patriot Kota Bekasi is not only an event to appreciate Indonesian culture, but also to strengthen students' character in terms of mutual cooperation, responsibility, tolerance, and love for the homeland. Parents and the

community who attended gave a positive response, because this activity is a space for children to express their cultural identity creatively and enjoyably.

This activity also reflects the principles of project-based learning evaluation as in Tyler's evaluation model, namely assessment that is aligned with community goals (strengthening character and diversity), an active learning experience process, and evaluation based on students' real involvement in their cultural community.

Adapted Tyler Evaluation Model Components

The evaluation model developed by Ralph W. Tyler emphasizes the alignment between educational goals, learning experiences, organization of learning experiences, and evaluation of learning outcomes. This model is often referred to as the goal-oriented evaluation model, because the main focus of the evaluation is the achievement of previously formulated learning goals (Tyler, 1949).

1. Educational Objectives

According to Tyler (1949), educational objectives must be formulated clearly, operationally, and refer to observable and measurable learning outcomes. In the context of the Independent Curriculum, educational objectives not only include mastery of academic competencies, but also the formation of the Pancasila Student Profile, which includes six dimensions of character: faith and devotion to God Almighty, independence, critical thinking, creativity, mutual cooperation, and global diversity (Kemendikbudristek, 2022). This adaptation is carried out by making the dimensions of the Pancasila Student Profile the main reference in formulating project learning objectives. Each project designed by teachers at SMP Patriot Bekasi, such as the My Culture My World Project, contains explicit character objectives, for example fostering an attitude of tolerance towards cultural diversity, as well as creativity in presenting regional artwork.

2. Learning Experience

Learning experiences according to Tyler are all student activities that are consciously designed by teachers to help achieve educational goals (Tyler, 1949). In the Independent Curriculum, learning experiences are emphasized on an approach that is active, contextual, collaborative, and based on the interests and potential of students. At SMP Patriot Bekasi, learning experiences are designed in the form of project-based learning that allows students to be directly involved in the process of investigation, collaboration, production of works, and reflection. For example, in cultural arts projects, students learn not only from textbooks but also from local sources, direct practice of traditional dance, and cross-class group work.

3. Learning Experience Organization

Tyler emphasized that learning experiences must be organized systematically to achieve continuity, integration, and logical sequence (Tyler, 1949). In the Independent Curriculum, the principle of organizing learning is flexible, not too rigid in structure, and provides space for cross-disciplinary exploration. This study shows that at SMP Patriot Bekasi, learning experiences in projects are organized through collaborative planning between teachers, special scheduling for projects in the curriculum

structure, and adjustments to the school calendar. Teachers arrange a flow of activities that include: cultural exploration, observation, practice, production of work, to celebration or title of work.

4. Evaluation of Success

In Tyler's model, evaluation is carried out to determine the extent to which educational goals have been achieved. Evaluation must be based on indicators that have been determined from the start, and carried out comprehensively on the learning process and outcomes (Tyler, 1949). In its implementation in the Independent Curriculum, project-based evaluation is carried out holistically and authentically. Teachers at SMP Patriot Bekasi use an assessment rubric that includes cognitive, affective, and psychomotor aspects and finally the spiritual domain according to al Ghazali (Mawaddah Warohmah, 2023). Assessment includes participation in the process, cooperation in groups, quality of the final product, and students' presentation and self-reflection skills. Evaluation is also complemented by formative and summative assessments, including feedback from teachers and peers.

Adaptation of Tyler's evaluation model in the Independent Curriculum allows teachers to systematically design, implement, and evaluate project-based learning. Tyler's four components are interrelated and must be considered in an integrated manner. The results of the study indicate that the ethics of goals, experiences, organizations, and evaluations are designed consistently, so project learning at SMP Patriot Bekasi is not only academically effective, but also forms student character according to the Pancasila Student Profile.

Alignment of Project Learning Objectives with Curriculum Objectives

In the achievement-based curriculum approach (outcome-based education), as used in the Independent Curriculum, the formulation of learning objectives must refer directly to the Learning Outcomes (CP) set by the government. These Learning Outcomes include dimensions of knowledge, skills, and attitudes that are integrated into the student learning process (Kemendikbudristek, 2022).

According to Tyler (1949), every learning objective designed must be based on the results of the analysis of the needs of students and society, and refer to the philosophy of education and learning psychology. In the context of the Independent Curriculum, this is translated into the principle of student-centered and flexible learning (Kemendikbudristek, 2022).

Theories Related to Project Learning Objectives and Independent Curriculum

1. The purpose of project learning as a form of CP actualization

Project-based learning in the Independent Curriculum is directed at forming the Pancasila Student Profile and realizing the essential competencies that have been formulated in the Learning Outcomes. According to Muslich (2021), project learning

objectives must reflect critical thinking skills, collaborative skills, and social and environmental concerns, all of which are sourced from CP.

2. Integration of learning objectives and real student activities

Surya (2023) stated that designing learning objectives in a good project will be seen from the alignment between the design of objectives, learning activities, and forms of assessment. This is also in accordance with the principle of constructive alignment from Biggs (2021), that objectives, methods, and evaluations must be interrelated.

3. Evaluation of achievement of learning objectives through authentic assessment

Assessment in the Independent Curriculum is formative and holistic, meaning that the evaluation of project results is not only on the final product, but also the process, attitude, and individual contribution. According to Nurhadi and Yamin (2022), the suitability between objectives and learning outcomes can be seen through reflection and a measurable and agreed-upon project-based assessment rubric. SMP Patriot teachers have designed project learning objectives that are in line with the Learning Outcomes of the Independent Curriculum, especially in the dimensions of character and competence. For example, in a project themed "My Culture, My World", learning objectives are focused on:

- Ability to understand Indonesian cultural diversity (global diversity dimension)
- Ability to collaborate in groups (mutual cooperation dimension)
- Ability to communicate ideas through art and culture (creative and critical thinking dimensions)

Activities carried out by students—such as regional cultural research, dance practice, costume making, and cultural work performances—are very relevant to these goals. Student learning outcomes are evident from:

- Increased understanding of regional cultural values
- Ability to work actively in cross-class teams
- Students' courage in presenting their work in public

This suitability is also evident in the evaluation instruments used by teachers, such as the project achievement rubric that includes indicators of knowledge, skills, and attitudes. The analysis shows that the project learning objectives implemented at SMP Patriot Bekasi have been formulated by considering the objectives of the Merdeka Curriculum comprehensively. The adaptation of Tyler's evaluation model is the basis for aligning objectives, learning experiences, and assessments, so that project learning not only emphasizes product results, but also fosters students' character holistically.

Project-Based Learning Process and Outcome Evaluation Strategy

Evaluation in project-based learning (Project-Based Learning/PjBL) is not only carried out on the final results of the project, but also includes the process of student involvement, collaboration, creativity, and reflection during the learning process. This is in line with the evaluation principle in the Independent Curriculum which emphasizes assessment as a learning process (Kemendikbudristek, 2022). According to Tyler (1949),

evaluation in education must measure the extent to which educational goals have been achieved. In project-based learning, these goals include critical thinking competencies, problem solving, collaboration, and strengthening student character.

1. Evaluation Process: Formative and Summative Assessment

In the context of the Independent Curriculum, evaluation is carried out through two approaches, namely:

- Formative Assessment, which is an evaluation conducted during the process, to provide feedback to students so they can improve their performance. This assessment is diagnostic and supports continuous learning (Black & Wiliam, 2020).
- Summative Assessment, which is an evaluation conducted at the end of the project process to assess the overall achievement of student learning outcomes. This includes aspects of product, presentation, and teamwork values (Zubaidah, 2021).

Research conducted at SMP Patriot Bekasi shows that teachers implement formative assessment through process observation, group discussions, and student journals. While summative assessment is carried out during project presentations and celebrations of work titles, using a rubric that has been agreed upon together.

2. Assessment Instruments Used

The evaluation instruments used by teachers in learning projects refer to the principles of authentic assessment. According to Trilling & Fadel (2021), authentic assessment is an assessment that reflects real-world tasks and tests students' abilities comprehensively. Some of the instruments used at SMP Patriot Bekasi include:

- Project Assessment Rubric, includes cognitive (understanding of concepts), affective (cooperation and responsibility), and psychomotor (work product) aspect criteria.
- Observation Sheets and Process Journals, to assess student engagement throughout the project.
- Reflection Checklist, which is used by students to conduct self and group assessments.
- Portfolio of Work, which shows the process and results of students' work during the project activities.

These instruments were developed collaboratively by subject teachers involved in the P5 project and other thematic learning.

3. Student Involvement in the Reflection and Assessment Process

The Independent Curriculum emphasizes the importance of metacognition, namely students' awareness of their own learning process. Therefore, reflection is an important part of the project-based learning evaluation process. According to the Ministry of Education, Culture, Research, and Technology (2022), reflection allows students to evaluate their understanding, strategies, and attitudes during the project. This is reinforced by Anderson et al. (2021) who stated that reflection encourages

students to think critically about the decisions they make during the learning process. The results of the study at SMP Patriot Bekasi showed that:

- At the end of each project session, the teacher invites students to reflect together using a reflective question guide.
- Students also write personal journals about their learning process and the challenges they face.
- Assessment activities also involve peer assessment, where students assess the performance of their group members.
- Group reflection is carried out before the presentation of the work to develop presentation strategies and product improvements.

This student involvement gives them a sense of ownership of the learning process and outcomes, and improves self-evaluation and social skills. The evaluation strategy applied in project-based learning at SMP Patriot Bekasi shows conformity with the principles of Tyler's evaluation model which emphasizes the alignment between objectives, learning experiences, and evaluation of learning outcomes. Evaluation is carried out comprehensively, formatively, and participatively, involving diverse and authentic instruments, and placing students as active subjects in the process of project reflection and assessment. This strategy contributes to improving student competence and character according to the Pancasila Student Profile

Effectiveness of Adapting Tyler's Evaluation Model in the Context of Independent Curriculum

a. The Effectiveness of Tyler's Evaluation Approach in Assessing Project Learning

Tyler's evaluation model consisting of four components—educational objectives, learning experiences, organization of learning experiences, and evaluation—has been shown to be effective in guiding the design, implementation, and evaluation of project-based learning at SMP Patriot Bekasi. Research shows that teachers are able to formulate learning objectives that are aligned with Learning Outcomes (CP), design relevant project activities, and evaluate learning outcomes using objective and comprehensive instruments (Muslich, 2021). This approach also provides a systematic framework for teachers to integrate cognitive, affective, and psychomotor imensions in project learning. In line with the results of Anderson & Krathwohl's (2021) study, Tyler's model is very useful in designing competency-based learning.

b. Positive Implications

The application of Tyler's evaluation model in the Independent Curriculum has several positive impacts:

- Clarity of learning direction: Teachers have clear guidance in formulating objectives, methods, and evaluations.
- Improved assessment quality: Evaluation is more objective and comprehensive, not only assessing the final results but also the learning process.
- Strengthening student character: Through projects, values such as responsibility, collaboration, and student independence develop naturally (Zubaidah, 2022).

- Teacher reflection on learning practices: Teachers routinely review the effectiveness of learning strategies and re-evaluate their designs (Kemendikbudristek, 2023).

c. Limitations of Implementation

However, the application of Tyler's evaluation model also faces several challenges:

- Teachers' time constraints in designing in-depth and authentic project-based evaluation instruments.
- Variations in understanding between teachers regarding the principles of authentic evaluation, lead to inconsistencies in the quality of evaluation.
- Challenges in involving students equally, especially in reflection and self-assessment, due to differences in student character and motivation.

According to the results of teacher reflections at SMP Patriot Bekasi, ongoing training and mentoring are needed so that the adaptation of this model runs optimally at the educational unit level. The project-based evaluation strategy in the Independent Curriculum that adapts the Tyler evaluation model has proven to be effective and relevant in improving the quality of the learning process and outcomes at SMP Patriot Bekasi. The four components of the Tyler model can be applied contextually, with modifications to the evaluation tools and approaches to comply with the principles of independent learning. Although there are technical challenges and teacher readiness, this adaptation has a positive impact on the planning, implementation, and assessment of project-based learning.

Supporting and Inhibiting Factors in the Implementation of the Tyler Evaluation Model Supporting Factors

The implementation of the Tyler evaluation model in project-based learning at SMP Patriot Bekasi received support from various educational elements, as explained in the theory of the holistic education system which emphasizes the importance of synergy between educational components (Sagala, 2021).

a. Support from the Principal and Management Team

The principal plays an important role in facilitating the implementation policy of the Independent Curriculum and providing space for teachers to innovate, including in the application of evaluation models. Transformational leadership is needed in directing changes in the learning paradigm (Arifin, 2022).

b. The Role of Teachers as Drivers of Implementation

Teachers at SMP Patriot Bekasi showed high enthusiasm in participating in the Independent Curriculum training and preparing evaluations in accordance with Tyler's principles. They prepared learning outcomes that refer to Learning Outcomes (CP) and assessed student achievement with authentic instruments. According to Pratiwi (2023), teacher competence in preparing assessments determines the effectiveness of implementing objective-based evaluations.

c. Curriculum Support and Facilities

The Independent Curriculum provides flexibility in determining learning and evaluation strategies. The availability of facilities such as presentation rooms,

projectors, and internet access are catalysts for the success of the project. This is in line with the findings of Yusuf & Rahmawati (2022) that facilities and infrastructure support project-based learning and performative assessment.

d. Parental and Environmental Involvement

Parents of students at SMP Patriot Bekasi actively support the project activities and work titles of P5 (Pancasila Student Profile Strengthening Project), including in the form of moral and material participation. Collaboration between schools and parents strengthens the process of evaluating students' character and social skills (Hasanah, 2021).

Inhibiting Factors

However, the implementation of Tyler's evaluation model also faces various obstacles, both from internal and external aspects.

a. Teachers' Limited Understanding of Tyler's Evaluation

Some teachers still understand evaluation as a final result assessment (summative) only. They have not fully integrated Tyler's four components as a whole, especially in compiling learning experiences that lead to formulated goals (Setyawan, 2020). Intensive training and mentoring are still very much needed.

b. Time Constraints in Designing and Implementing Evaluations

Project-based learning requires a long time, not only in implementation but also in compiling rubrics, observing, and providing feedback. This is a challenge in achieving teacher workloads and limited teaching hours (Zubaidah, 2021).

c. Availability of Standardized Authentic Evaluation Tools

Although the assessment rubric is prepared by teachers, not all assessment instruments have been standardized or validated in their entirety. As a result, evaluation results can be subjective if there are no clear criteria (Kemendikbudristek, 2022). A continuous training system is needed so that teachers have the capacity to create reliable instruments.

d. Student Readiness in the Process of Reflection and Self-Assessment

Not all students have the same ability to reflect or assess themselves objectively. This is related to the different levels of metacognitive maturity in each individual (Anderson & Krathwohl, 2021).

The implementation of Tyler's evaluation model in project-based learning at SMP Patriot Bekasi received strong support from various parties, including the principal, teachers, curriculum, and parents. However, obstacles also emerged, especially in the form of teachers' limited understanding of the theory of objective-based evaluation, limited time, and lack of instrument standards. Therefore, ongoing professional training, collaboration between teachers, and provision of evaluation resources are key to improving the quality of implementation.

Conclusion

This study shows that the adaptation of Tyler's evaluation model in assessing the success of project-based learning in the implementation of the Independent Curriculum Journal of Asian Primary Education (JoAPE), 2025, 2(1), 91-103

at SMP Patriot Bekasi can be carried out effectively by considering the context and characteristics of the educational unit. Tyler's evaluation model, which consists of four main components educational objectives, learning experiences, organization of learning experiences, and evaluation of success—has been contextually adapted to support the principles of the Independent Curriculum which emphasizes student-centered learning and is based on strengthening the Pancasila student profile.

The results of the study revealed that the learning objectives of the project were largely aligned with the learning outcomes in the Independent Curriculum, with various forms of projects developed according to the characteristics of students and local contexts. The evaluation process was carried out formatively and summatively, involving various instruments such as assessment rubrics, observation sheets, portfolios, and student self-reflection, which showed a holistic approach to assessment.

The effectiveness of the Tyler model adaptation is also supported by the active participation of teachers, principals, and parents, as well as the availability of supporting facilities. However, several obstacles are still encountered, such as limited teacher understanding of objective-based evaluation, long project implementation time, and the need for the development of more standardized evaluation instruments.

Overall, the adaptation of Tyler's evaluation model provides a systematic and measurable framework in evaluating the success of project-based learning, and is able to encourage improvements in the quality of the process and student learning outcomes in the Independent Curriculum at SMP Patriot Bekasi. For future optimization, ongoing training is needed for teachers and the development of evaluation policies that better support the characteristics of project learning.

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