

The Evaluation of the Implementation of the Independent Curriculum E-Report at Ngasinan Elementary School, Semarang Regency

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KEYWORDS

Independent Curriculum E-Report; CIPP; Program Evaluation

ABSTRACT

To facilitate teachers in administrative matters related to reporting students' learning outcomes, an E-Report is used as a reporting tool. This research aimed to analyze or evaluate the use of the Independent Curriculum E-Report at Ngasinan Elementary School in Semarang Regency. The research utilized the CIPP evaluation model (Context, Input, Process, Product). Interviews, documentary studies, and observations were employed to collect data. Data collection, data reduction, data presentation, and drawing conclusions were the data analysis techniques used in this research. The research findings on the contextual aspect align with the Curriculum Implementation Guidelines, which emphasize the periodic delivery of student reports through E-Reports. The input aspect in the areas of planning, human resources, financing, and infrastructure is generally in accordance, but there is a need for improvement in certain areas. The process aspect includes pre-implementation procedures, implementation, management of infrastructure, human resources, and financing in accordance with the guidelines. The product aspect involves the improvement of human resource quality, accurate and up-to-date information, accountability, efficiency, convenience, and reports in both print and digital formats. The driving factors include collaboration, awareness, convenience, motivation, transparency, infrastructure, financing, and efficiency. The inhibiting factors include a lack of infrastructure, internet connectivity, skills, and systems.

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1. Introduction

The changes in the Independent Curriculum indicate that the education system is adapting to an increasingly advanced era. The Independent Curriculum is developed as a more flexible framework that can be adjusted to each school's conditions while incorporating essential content, character development, and student competencies based on their talents and interests. The Republic of Indonesia Law on the National Education System Article 12 states, "Every student in an educational unit has the right to receive educational services by their talents, interests, and abilities." (Pemerintah Pusat Indonesia, 2003). The Independent Curriculum also implements three learning principles: intracurricular, co-curricular, and extracurricular activities. Intracurricular learning is conducted through differentiation, allowing teachers to choose teaching materials that align with the characteristics and needs of students. Co-curricular learning in the form of strengthening the Pancasila student profile, often referred to as P5, is oriented towards developing student characteristics and general competencies. Extracurricular learning can be conducted according to student's talents and interests.

The changes in the curriculum also influence the assessment of students. The assessment carried out by teachers is reported in the form of a report generated from the E-Report (2022). Reporting the learning outcomes of students is a mandatory task for the school, as stated in the copy of the Minister of Education, Culture, Research, and Technology Decree number 56 of 2022 concerning the Guidelines for the Implementation of the Curriculum, which states, "Educational Units have the flexibility to determine the mechanism and format (Pedoman Penerapan Kurikulum Dalam Rangka Pemulihan Pembelajaran, 2022) reporting learning outcomes to parents/guardians. The reporting of learning outcomes is conveyed at least at the end of each semester, and educational units regularly provide student reports through E-Reports/dapodik.". As conveyed by the Director General of Early Childhood Education, Basic Education, and Secondary Education, Dr. Irawan Syahril, Ph.D., "the use of the Independent Curriculum E-Report is expected to provide convenience for teachers to submit student grade data that is integrated into Dapodik. Thus, the assessment policy in the Independent Curriculum can directly enter the E-Report" ((Ditpsd, n.d.). "The E-Report policy is central, namely a policy from the Ministry of Education and Culture organized by the Directorate General of Basic and Secondary Education, deemed suitable and worthy of being maintained. The E-Report is quite efficient because the server is not only used for the E-Report but also for the Computer-Based Test (CBT) application, student attendance, teacher attendance, and the school website. The evaluation of the E-Report will be the basis for the school's considerations in making policies" ((85 Evaluation of Implementation of Post-Transition, (Roekminiati & Mualifah, 2018). "The E-Report is a web-based application integrated with Dapodik that facilitates teachers in planning, processing, and reporting student learning outcomes for all levels of education, both formal and informal" (Untuk: Administrator Oleh: Tim Pengembang e-Rapor Sekolah Dasar, n.d.) . The E-Report is expected to simplify the work of teachers in inputting student learning outcomes in the form of grades linked to Dapodik. Teachers no longer need to fill in student identities because the E-Report is already integrated into Dapodik, automatically filling in student identities. Clearly, the use of the E-Report makes the teacher's job easier. The effectiveness of the E-Report's objectives has been realized as it facilitates teachers in entering grades and is connected to Dapodik (Roekminiati & Mualifah, 2018). This is also stated by (Inggawati, 2021), who mentions that the old system of manually processing data

requires a considerable amount of time and effort and is considered less effective and efficient in producing report grades. Therefore, with the use of computers, grade input can be optimized. This information processing system is designed to process data effectively and efficiently in entering student data, teacher data, subject grades and optimizing computer usage. Teaching and learning is an activity that is bound by goal directed and carried out specifically to achieve that goal. Because it is very important to seek knowledge for a bright future. Supervision of students by the guardians of the students made the results of their children's achievements not improving. As well as student assessment by the teacher is still not well managed because it is still in the form of a note report (Tukino et al., 2021).

In Semarang Regency itself, the use of E-Report has already begun in the first semester of the 2022/2023 academic year, especially at the elementary school level. However, the transition from manual reports to E-Reports has not been entirely smooth. The challenge lies in teachers accustomed to using manual reports, posing an obstacle to adopting E-Reports in schools. Moreover, the E-Report is a new system, and its features are not identical to manual reports, requiring teachers time to adapt. Another challenge is the system within the E-Report, where some features cannot be edited or deleted. These perceived challenges prompted researchers to conduct a study on the "Evaluation of the Use of the Independent Curriculum E-Report at Ngasinan Elementary School in Semarang Regency." This is also echoed by (Putri et al., 2020), who emphasized quantitative assessment and the new needs of E-Report users. E-Report users can navigate the system well, but improvements are still needed in several aspects. Challenges in using E-Reports were also identified in a study by (Hikmah et al., 2021), which indicated that the E-Report program is an innovation-supporting service from the Directorate of High School Development in anticipation of the implementation of the 2013 Curriculum (K13) (2013). Issues in implementing the E-Report program at State Senior High School 7 in Mataram include some teachers' lack of understanding of information technology, slow server connections for the E-Report, and a lack of understanding from parents towards the E-Report. The above research demonstrates various challenges in using E-Reports and suggests solutions for addressing these issues.

From interviews conducted by the researcher with the school principal, information was obtained that there has not yet been an evaluation of using the E-Report in the Independent Curriculum because it has only been implemented once this academic year. "Evaluation aims to test the effectiveness, efficiency, relevance, and feasibility of the design and implementation of the program. The results of the evaluation can be used as a reference for improving and determining follow-up actions for the next implementation of the program." (Pedoman Penerapan Kurikulum Dalam Rangka Pemulihan Pembelajaran, 2022) According to Sanders & Sullins, as cited in (Aw et al., 2019) explained that "program evaluation is the process of systematically determining the quality of a program and how it can be improved." This definition explains that program evaluation is a systematic process to determine a program's quality and efforts to enhance its quality. According to Isaac and Michael, as quoted by (Aw et al., 2019), the purpose of evaluation is to obtain information about (1) the suitability or mismatch between needs and program goals, (2) the strengths or weaknesses of strategies, media, equipment, and others used to achieve program goals, (3) the accuracy or inaccuracy of program implementation with program goals, (4) the achievement of program goals, and (5) whether the program has significant impacts or not.

Based on the background presented, the researcher is interested in conducting an evaluation study on using the E-Report in the Independent Curriculum at Ngasinan Elementary School in Semarang Regency. This study employs the CIPP (Context, Input, Process, and Product) evaluation model, aligning with the researcher's contextual, input, process, and product analysis. The selection of the CIPP model refers to a fundamental, comprehensive, and integrated model. It is considered fundamental because it encompasses the objects of the Independent Curriculum E-Rapor. It comprehensively covers the needs and opportunities that form the basis of program administration, program execution, implementation, and the outcomes of the Independent Curriculum E-Report. Integratedly encompassing all sources of information within the Independent Curriculum E-Report program at Ngasinan Elementary School in Semarang Regency. The evaluation research of the Independent Curriculum E-Report program activities at Ngasinan Elementary School in Semarang Regency aims to recommend to Ngasinan Elementary School in Semarang Regency regarding the implementation of the E-Report program in the Independent Curriculum based on the evaluation results of the context, input, process, and program product of the Independent Curriculum E-Report activities at Ngasinan Elementary School in Semarang Regency.

2. Materials and Methods

This research employed an evaluative research design, with the method used being qualitative descriptive. This study aimed to analyze or evaluate the use of the Independent Curriculum E-Report in Ngasinan Elementary School, Semarang Regency. The research utilized the CIPP evaluation model (Context, Input, Process, Product), and the analyzed aspects included context, input, process, and product. The context aspect included the needs, goals, and objectives of using the Independent Curriculum E-Report. Then, in the input aspect, planning, infrastructure, and human resources (HR) involved in using the Independent Curriculum E-Report were considered. The process aspect involved implementation, management of infrastructure, human resources management, and financing of the use of the Independent Curriculum E-Report. The last aspect was the product, which encompassed reports, achievements, and the development of the use of the Independent Curriculum E-Report. The study also examined driving and inhibiting factors using the Independent Curriculum E-Report at Ngasinan Elementary School, Semarang Regency. Research data were obtained from information sources including the Head of Ngasinan Elementary School, the E-Report Administrator of Ngasinan Elementary School, Grade I and Grade IV teachers of Ngasinan Elementary School who had implemented the Independent Curriculum, and Physical Education (PJOK) and Islamic Education (PAI) teachers of Ngasinan Elementary School who had implemented the Independent Curriculum in Semarang Regency.

This research employed interviews, documentary studies, and observations to gather data on using the independent curriculum E-Report at Ngasinan Elementary School in Semarang Regency. Data collection techniques were obtained through qualitative data:

Table 1 Interview Guidelines

No	Aspect	Indicator
1	Context	Needs Analysis
2	Input	Planning, Human Resources, Financing, and the Facilities and Infrastructure
3	Process	Implementation, Management (Facilities and Infrastructure, Human Resources, Financing)
4	Product	Weaknesses and strengths

Interview guidelines were used to collect data for conducting preliminary studies to identify problems or discover issues and potentials existing in the researched location. Additionally, researchers could gain in-depth insights into the opinions of the interviewees

Table 2 Supporting Documents

No	Name	Indicator	
		Yes	No
1	E-report card Usage Handbook for Admins and Teachers		
2	Buku Panduan Instalasi E Rapor SD		
3	Financing report in the preparation and development of the independent curriculum e-report card program at SD N Ngasinan		
4	E Report Result		

In addition to interviews, documentary studies were conducted to detect and examine data in the form of documents related to the use of the independent curriculum E-Report, the implementation of the independent curriculum E-Report, and the reporting of the use of the independent curriculum E-Report at Ngasinan Elementary School in Semarang Regency. The observation technique focused on context, input, process, and product aspects of using the Independent Curriculum E-Report at Ngasinan Elementary School in Semarang Regency. Data collection involved observing infrastructure, the use of network installations by administrators and teachers, and the implementation process of the E-Report to understand how the independent curriculum E-Report program activities were carried out at Ngasinan Elementary School in Semarang Regency through facility observation.

This research used a qualitative descriptive data analysis technique. Miles and Huberman, as cited in (Sugiyono, 2016, p. 405), "divided the analysis technique into four stages, including 1) Data

collection, 2) Data reduction, 3) Data presentation, 4) Drawing conclusions." Interviews, documentary studies, and observations of information sources or data sources were conducted to collect data during the data collection stage. After data collection was complete and the gathered data was categorized, the data was then presented according to its categories. The categorized data was subsequently presented, allowing for conclusions to be drawn regarding the research objectives.

From the data analysis, the data's validity was tested using source triangulation and technique triangulation. Source triangulation is a method to test the validity of the obtained sources. Validation was conducted with the school principal, E-Report administrator, grade I and IV teachers, and Physical Education and Islamic Education subject teachers at Ngasinan Elementary School in Semarang Regency. The data obtained from these sources were presented comprehensively, categorized based on predetermined categories, and analyzed for differences and similarities in perspectives among the sources. Conclusions were then drawn and agreed upon by all four sources. Source triangulation is not the only way to test data validity; there is also technique triangulation. The purpose of this validation method is to seek confirmation of data from sources that may use different methods. For example, the data on the infrastructure supporting the use of the independent curriculum E-Report at Ngasinan Elementary School in Semarang Regency were collected through interviews, substantiated through documentary studies, and then verified through observation to reconcile the interview and documentary study results on the infrastructure data supporting the use of the independent curriculum E-Report. If, through this triangulation technique, results are inconsistent with reality, the researcher needs to engage in discussions with the sources of the data to determine the accurate information.

Findings

The context aspect of the Independent Curriculum E-Report program at Ngasinan Elementary School in Semarang Regency, obtained through interviews and documentary studies by the researcher, revealed the background, objectives, and targets of the Independent Curriculum E-Report program. It was found that the school decided to implement this program based on the awareness of Ngasinan Elementary School in Semarang Regency that the school strives to improve the quality of human resources or HR within the educational unit. The transition from Curriculum 2013 to the Independent Curriculum also impacted reporting students' learning outcomes (Kemendikbud, 2022b). In connection with this, teachers needed a means of reporting students' learning outcomes that aligned with the current curriculum. Based on the needs analysis conducted by Ngasinan Elementary School in Semarang Regency, the Independent Curriculum E-Report program was determined and implemented at the school. This is in line with the government's initiative to facilitate the development of an E-Report application that has been customized to the Independent Curriculum. The use of E-Report is expected to make teachers' work more accessible and more efficient compared to manual reporting. This is the general objective of organizing the Independent Curriculum E-Report program at Ngasinan Elementary School in Semarang Regency. The target audience for this program is teachers who have implemented the Independent Curriculum at Ngasinan Elementary School in Semarang Regency.

The input aspect of the Independent Curriculum E-Report program at Ngasinan Elementary School in Semarang Regency consists of the implementation planning during the program, human resources involved in the program, the financing or funding required for the program to run, and the

infrastructure needed for the program. In any program, challenges are inevitable during its execution. Ngasinan Elementary School in Semarang Regency faced challenges: having the same internet network for administrators and teachers, causing server downtime, and slowing down the data input process due to the need to wait for a more stable network. Another challenge was that the school's laptops and computers could not connect to the internet, requiring teachers to use their personal laptops or take turns with other teachers. The funding for the Independent Curriculum E-Report program at Ngasinan Elementary School was covered by the School Operational Assistance (BOS) funds. The funding was used to support the smooth implementation of the E-Report program, including the procurement or purchase and maintenance of infrastructure related to the E-Report program. It also covered the honorarium provision for school operators serving as administrators in the Independent Curriculum E-Report program at Ngasinan Elementary School. The procurement or purchase funded by the School Operational Assistance (BOS) included payment for Wi-Fi to access the internet for E-Report web connectivity, purchase of HVS paper for printing completed reports, payment for electricity, payment for the honorarium of school operators, and other related expenses. The Independent Curriculum E-Report program was implemented in the teachers' room or in a location that could still connect to the internet between teachers and administrators.

The process aspect of the Independent Curriculum E-Report program at Ngasinan Elementary School covers the implementation mechanism of the E-Report program, the execution of the Independent Curriculum E-Report, the management of infrastructure related to the E-Report program, staffing, and financial management for the smooth operation of the E-Report program. One effort to enhance human resources in the educational unit to ensure the success of the E-Report program is to involve teachers from grades I and IV, as well as teachers of Islamic Education (PAI) and Physical Education (PJOK), in the socialization of E-Report usage. The execution of E-Report tasks is customized to each class's homeroom teacher and subject teachers. E-Reports use occurs during the break period after the completion of the Final Summative Semester until the reporting period of students' learning outcomes with parents. The infrastructure management for the Independent Curriculum E-Report program at Ngasinan Elementary School is adjusted according to the activities during the program's implementation. The implementation occurs in a shared office space with other teachers, as there is currently no dedicated room for working on E-Reports. For storing student learning outcome reports, such as reports, they are consolidated with other files. In terms of staffing, educators and educational staff are directly and indirectly involved in the Independent Curriculum E-Report program. The responsible party is responsible for planning the program, its implementation, and reporting on using School Operational Assistance (BOS) funds for the Independent Curriculum E-Report program at Ngasinan Elementary School in Semarang Regency. The E-Report administrator oversees and assists in the data input process in the E-Report system. Homeroom teachers, especially those handling classes that have adopted the Independent Curriculum, are required to use the E-Report in generating student learning outcome reports. Subject teachers responsible for subjects taught in classes using the Independent Curriculum are responsible for inputting student learning outcome data for their respective subjects. The school treasurer is responsible for managing the funding related to the E-Report program. Regarding financing, the Independent Curriculum E-Report program at Ngasinan Elementary School is funded by the School Operational Assistance (BOS) funds. This funding is utilized to support the smooth operation of the E-Report program, which includes the

procurement or purchase and maintenance of infrastructure related to the E-Report program. Additionally, it covers the honorarium for school operators serving as administrators in the Independent Curriculum E-Report program at Ngasinan Elementary School. The funds are allocated to maintain supporting infrastructure for the E-Report program. For instance, if there are issues with the laptops or technical problems with the printers used for report printing, the funding addresses these concerns. Importantly, the school does not collect fees from the committee, parents, or other parties to finance the E-Report program.

Based on interviews, observations, and documentary studies conducted by the researcher, the conclusion can be drawn that using E-Reports aims to provide accurate and up-to-date information in line with the current times and the academic or achievement of students. This is facilitated by its web-based or digital nature, directly connected to the school's data system (Dapodik), making it easier for teachers to input students' grades. Teachers no longer need to manually input student data into the application, as it is automatically populated through the connection with the school's data system. Another goal of using E-Reports is to serve as a tool for teachers to report learning outcomes to parents. The E-Report interface is designed to be more user-friendly for parents, with a single grade listed for each subject and a description of the mastery level and learning objectives that need improvement. This makes it easier for students to identify which topics they have not yet mastered in the subjects they have experienced in this academic year.

Based on interviews conducted by the researcher with the participants, it was found that there are both driving and obstacle factors in implementing the E-Report program at Ngasinan Elementary School. The driving factors for the implementation of the Independent Curriculum E-Report program at Ngasinan Elementary School in Semarang Regency are (1) Good cooperation from all parties involved in the E-Report program at the school, carried out by the School Principal, Educational Staff, and Education Staff at Ngasinan Elementary School in Semarang Regency, (2) Awareness among stakeholders that, as educators, they must continually learn and adapt to the changing times to improve the quality of their human resources, (3) Ease of access and operation of the E-Report application, (4) Personal motivation of teachers who want to continue developing, (5) Transparency of the parties involved, (6) Adequate school infrastructure, (7) Financial support, (8) Efficient work of the involved parties, thus supporting the implementation of the Independent Curriculum E-Report program at Ngasinan Elementary School in Semarang Regency to run as expected by the school.

However, there are inhibiting factors in implementing any program, as observed in the Independent Curriculum E-Report program at Ngasinan Elementary School in Semarang Regency. Some of the hindering factors include (1) Lack of availability of supporting tools for the implementation of the E-Report program, such as laptops, (2) Unstable internet network owned by the school, (3) Insufficient skills and training, leading to a longer adaptation time for teachers to adjust to the new application, (4) Imperfect E-Report system causing issues or errors in some components, (5) High implementation costs, (6) Lack of access and inadequate IT infrastructure.

3. Result and Discussion

Program must encompass several elements to be considered feasible, including planning, human resources supporting program implementation, program financing, and facilities and infrastructure (Wirawan, 2012, p. 17). This is also asserted by Arikunto, p. (2021, p. 4), who defines

a program as a cohesive set of activities that represent the realization or implementation of a policy. These activities occur continuously within an organization involving a group of individuals. In the context of the Independent Curriculum E-Report program at Ngasinan Elementary School in Semarang Regency, it aligns with the National Education System Law Number 20 of 2003, Minister of Education and Culture Regulation Number 56 of 2022 on Curriculum Implementation Guidelines, Government Regulation Number 57 of (2021) on National Education Standards, Guidelines for Learning and Assessment of the Independent Curriculum in 2022, and Guidelines for the Development of the Strengthening Project of Pancasila Student Profiles in 2022. Implementing the Independent Curriculum E-Report program at Ngasinan Elementary School is based on the copy of Minister of Education and Culture Regulation Number 56 of (2022a) on Curriculum Implementation Guidelines. This regulation allows educational institutions to determine mechanisms and formats for reporting learning outcomes to parents/guardians. Learning outcome reports are to be communicated at least at the end of each semester, with educational institutions providing student reports periodically through E-Reports/Dapodik. The school conducted a needs analysis involving the school principal, teachers, and educational staff, identifying the need for tools to input students' learning outcomes that align with the assessment format of the Independent Curriculum. There is also a need for parents/guardians and students to access easily understandable learning outcomes. Additionally, the school requires tools to generate student learning outcome reports that are easy to understand and do not consume a significant amount of time in their preparation. Implementing the Independent Curriculum E-Report program is customized to the needs and capabilities of Ngasinan Elementary School in Semarang Regency. The overarching goal of the Independent Curriculum E-Report program at Ngasinan Elementary School in Semarang Regency is to provide accurate and up-to-date information aligned with the current era and the academic development or achievements of students. This is facilitated by the program's web or digital-based approach, directly connected to Dapodik, streamlining the process for teachers to input student assessment data. Teachers no longer need to manually input student data into the application as it is automatically filled. This saves teachers time, making the process more efficient in generating learning outcome reports to be submitted to parents/guardians. Therefore, implementing the E-Reporting system serves as a tool to assist teachers in reporting learning outcomes to parents/guardians. The E-Report's interface is designed to be easily understandable for parents/guardians, with a single score listed for each subject and a description of the achievement level and learning objectives that need improvement. This facilitates students in identifying the topics they have not mastered in the subjects they have experienced throughout the academic year. Teachers, as the implementers of the E-Report program, play a crucial role in developing the Independent Curriculum E-Report program, serving as the target audience. The specific target audience for the Independent Curriculum E-Report program is teachers who have implemented the Independent Curriculum at Ngasinan Elementary School in Semarang Regency.

In this program, the next aspect evaluated is the input aspect. The input aspect in the Implementation of the Independent Curriculum E-Report program at Ngasinan Elementary School in Semarang Regency is in accordance with the Decree of the Minister of Education, Culture, Research, and Technology Number 56 of 2022 concerning the Guidelines for the Implementation of the Curriculum. This is based on data collection techniques such as interviews, observations, and

documentation studies on implementing the independent curriculum E-Report program held at Ngasinan Elementary School. This is evidenced by the E-Report program already having several elements that cover the input aspect, including the planning of the Independent Curriculum E-Report program, human resources involved in the program, financing, and the facilities and infrastructure owned by Ngasinan Elementary School in Semarang Regency. The planning field includes the background of E-Report usage, the objectives of implementing E-Report usage, the targets of E-Report usage, the schedule for making reports, student learning outcome data for processing using E-Report, the venue of the implementation, available facilities and infrastructure, and financing. This is already in accordance with the Assessment Procedure for Student Learning Outcomes stipulated in the Minister of Education, Culture, Research, and Technology Regulation No. 21 of 2022 concerning Educational Assessment Standards, which include a) formulating assessment objectives, b) selecting and/or developing assessment instruments, c) conducting assessments, d) processing assessment results; and. However, in the implementation of the Independent Curriculum E-Report program at Ngasinan Elementary School, there has not been any evaluation monitoring for the program. Therefore, there is a need for evaluation and monitoring in implementing the Independent Curriculum E-Report program at Ngasinan Elementary School in Semarang Regency. The school's human resources in the Independent Curriculum E-Report program at Ngasinan Elementary School involve various parties. The parties involved include the school principal, educators, and education personnel (school guards). The arrangement of human resources involved, based on their roles in the educational unit, consists of the School Principal as the person in charge of the program, the school operator as the administrator, homeroom teacher as users inputting student learning outcomes data, and subject teachers with duties similar to homeroom teacher in the Independent Curriculum E-Report program. Each role has tasks and responsibilities known to the School Principal, School Operator, and teachers. Duties and responsibilities in accordance with the assigned role as the Head of the School include being responsible for the program and overseeing the implementation of the Independent Curriculum E-Report Program. As the person in charge, the Head of School is responsible for program planning, execution, and reporting the use of BOS funds for the Independent Curriculum E-Report Program held at Ngasinan Elementary School, Semarang Regency. As the Administrator, the School Operator is responsible for assisting in the implementation process, especially those related to the E-Report system, networks, and other matters. As for the duties and responsibilities of a homeroom teacher who has implemented the Independent Curriculum, they are responsible for entering the necessary data for reporting students' learning outcomes in the E-Report application or web. Similarly, as a subject teacher who teaches classes that have implemented the Independent Curriculum, the duties involve inputting data related to reporting students' learning outcomes in accordance with the respective subjects taught. a. Based on the presentation, most of it aligns with the E-Report Guidelines (Depdiknas, 2007) for the Independent Curriculum at Ngasinan Elementary School. In the case of the implementation of E-Reports at Ngasinan Elementary School for Physical Education teachers (PJOK), due to the retirement of these teachers during the E-Report implementation, their duties and functions have been transferred to their respective homeroom teacher. In the financing aspect, the Independent Curriculum E-Report program is funded by the School Operational Assistance (*Bantuan Operasional Sekolah - BOS*) without collecting additional fees from students, parents, or the school's private individuals. This aligns with the Technical Guidelines

for the Use of the Independent Curriculum E-Report in Elementary Schools, stating that funds should be obtained from sources compliant with the applicable laws and regulations (Direktorat Pembinaan SMA, 2016, p. 30). Infrastructure to support the program's sustainability is another crucial aspect. In terms of the infrastructure needed for the Independent Curriculum E-Report program, it is sufficient but not entirely complete. This is evidenced by the lack of dedicated storage space for keeping report documents; printed reports distributed to parents are stored in cabinets combined with other administrative files. Another related aspect is the equipment, namely laptops and computers. The school's laptops and computers cannot connect to the internet, preventing their use for accessing the E-Report. Therefore, it is necessary to use teachers' personal laptops or rotate their usage among teachers. The school often experiences server downtimes during the program's execution due to internet connectivity issues. According to Law Number 20 of 2003 concerning the National Education System, Chapter XII regarding educational facilities and infrastructure, Article 45 stipulates that every formal and non-formal educational institution should provide facilities and infrastructure that cater to the educational needs corresponding to the physical, intellectual, social, emotional, and psychological growth and development of students. Based on this, Ngasinan Elementary School in Semarang Regency needs to supplement and enhance its facilities and infrastructure that are currently lacking and not meeting the standards. The implementation site of the Independent Curriculum E-Report program at Ngasinan Elementary School is already adequate, situated either in the teachers' room or in a location still connected to the internet for communication between teachers and administrators. As for the storage of tools for the Independent Curriculum E-Report program, such as Wi-Fi routers, printers, paper, laptops, and reports, their placement is adapted to their types. For instance, Wi-Fi routers, printers, paper, and laptops are located in the teachers' room or the office. The printed report outputs are stored in a cabinet combined with other files.

The evaluation of the Independent Curriculum E-Report program process at Ngasinan Elementary School in Semarang Regency aligns with the copy of the Minister of Education, Culture, Research, and Technology Regulation Number 56 of 2022 concerning the Curriculum Implementation Guidelines. According to this guideline, educational institutions have the flexibility to determine the mechanism and format of reporting learning outcomes to parents/guardians. Learning outcomes should be reported at least at the end of each semester, and educational institutions are required to submit student reports through E-Reports/dapodik periodically. The school implements the task assignment mechanism by adapting it to the distribution of tasks for each teacher during the curriculum development meeting with an assignment letter numbered 421.2/55/2022. The results show that teachers in grades I and IV who have implemented the Independent Curriculum are required to use E-Reports. Furthermore, subject teachers who teach in those classes are also obligated to use E-Reports. Next, the school operator serves as the administrator for the E-Reports. Implementing the Independent Curriculum E-Report program at Ngasinan Elementary School adheres to the Guidelines for Using the Independent Curriculum E-Report Application in Elementary Schools. The administrator, homeroom teacher, and subject teachers in the E-Report program perform E-Report tasks outside of class hours when the web is ready for use by teachers. The administrator ensures that the web is connected to the teacher's web. This aligns with the schedule for implementing the Independent Curriculum E-Report at Ngasinan Elementary School. Managing facilities and infrastructure requires funding or a budget for procuring and maintaining school

facilities and infrastructure related to the school program. The funding for this program comes from the BOS (*Bantuan Operasional Sekolah*) fund. The financing in this program is used to purchase consumable items such as Wi-Fi, electricity, paper, and ink. It is also used to buy necessary tools to support achieving the Independent Curriculum E-Report program at Ngasinan Elementary School in the 2022/2023 academic year. The venue for the implementation of the Independent Curriculum E-Report program is in the office or a place that can still connect to the internet, similar to the administrator's location in the Ngasinan Elementary School environment. However, in some cases, it may be necessary to find a location with better signal reception that can still connect to the same server as the administrator.

Temporarily storing equipment like laptops occurs in a shared storage room alongside other tools. Meanwhile, printers and routers are kept in the office. As for the printed E-Report outputs, they are stored in the same cabinet as other documents. Ngasinan Elementary School in Semarang Regency does not yet possess a specific place to store E-Report outputs. As per Article 45 of Law Number 20 of 2003 on the National Education System, educational institutions—both formal and non-formal—should provide facilities that meet educational needs in alignment with students' physical, intellectual, social, emotional, and psychological development. Staff management at Ngasinan Elementary School aligns with the guidelines specified in the Independent Curriculum E-Report Application (Ditpsd, 2022). All involved parties adhere to their roles and responsibilities in the E-Report program. However, due to the retirement of the Physical Education teacher (PJOK), homeroom teacher have absorbed the duties during the E-Report implementation at Ngasinan Elementary School in Semarang Regency. Consequently, the school requires a replacement PJOK teacher to fill the vacant position. The school has produced reports on BOS fund usage, allocating the BOS funds according to their respective categories. The school treasurer coordinates the school's financial management in collaboration with the administrator, teachers, and the person responsible for the Independent Curriculum E-Report program. From the information provided, it can be concluded that the financial management for the Independent Curriculum E-Report program at Ngasinan Elementary School in Semarang Regency is aligned with the theories.

Program Utilization of the Independent Curriculum E-Report at Ngasinan Elementary School in Semarang Regency generates improvements in the quality of human resources within the school. It provides accurate, up-to-date, and accountable information in accordance with the contemporary advancements and academic progress or achievements of the students. It enhances the efficiency of reporting student learning outcomes and simplifies access to reports for parents/guardians and students, delivering reports in printed and digital formats. As outlined above, the driving factors behind the Independent Curriculum E-Report program at Ngasinan Elementary School in Semarang Regency have yielded several outcomes. These include collaboration, commitment to enhancing student quality, accessibility, educator motivation, transparency among involved parties, adequate facilities and infrastructure, program financing, and time efficiency. These factors have been effectively leveraged to enhance the quality of the Independent Curriculum E-Report program, enabling Ngasinan Elementary School in Semarang Regency to achieve its intended targets. However, within any program, there are impediments. In the case of the Utilization of the Independent Curriculum E-Report program at Ngasinan Elementary School in Semarang Regency, the hindering factors include the lack of supportive tools for the E-Report program, unstable internet connectivity,

insufficient proficiency among human resources, incompleteness of the web or application, financing issues, and inadequate IT access.

4. Conclusion

Implementing the Independent Curriculum E-Rapor Usage program at Ngasinan Elementary School, Semarang Regency, aligns with the school's needs and strengths in terms of context. Input aspects such as planning for the E-Rapor program, the involvement of human resources in its execution, funding, and the necessary infrastructure for the program at Ngasinan Elementary School, Semarang Regency, are sufficient. However, there is a need to fulfill or complete infrastructure that is still unavailable or incomplete. Ngasinan Elementary School, Semarang Regency, indeed requires Physical Education teachers to support the program's sustainability and learning at the school. Regarding the procedural aspect, implementing the Independent Curriculum E-Rapor Usage program at Ngasinan Elementary School aligns with the program design. Pre-implementation mechanisms, the execution of the e-report program, infrastructure management, human resources, and funding for the e-report program have been conducted effectively. The outcomes of the Independent Curriculum E-Rapor Usage program at Ngasinan Elementary School encompass (1) enhancement of human resource quality at the school, (2) providing accurate, up-to-date, accountable information aligned with the current era and academic progress or student achievements, (3) efficiency in processing student learning outcome reports, (4) ease of access for guardians and students to retrieve reports, and (5) obtaining learning outcome reports in both print and digital formats.

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