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Evaluating the implementation of web-based Merdeka Curriculum e-report cards in elementary schools in Salatiga using the CIPP model

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Article info

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Abstract

E-report cards in the Merdeka curriculum are a significant educational innovation. Evaluation of using e-report cards that focuses on the technical and practical aspects of implementing web-based e-report cards in elementary schools is rare, especially in Salatiga. The problems have not been identified, such as application bugs, synchronisation problems with Dapodik, or high hardware requirements. This study uses the Context, Input, Process, Product (CIPP) evaluation model developed by Daniel Stufflebeam. The context shows that implementing e-report cards cannot be carried out due to inadequate infrastructure. The evaluation input shows that technical training for teachers has not been obtained evenly, with only one teacher and OPS in 2022. The process does not exist because inputting values or synchronisation has not been implemented. Product evaluation of the e-report card results and qualities cannot be assessed. The school decided to postpone the implementation of this system until the infrastructure, training, and official policies are available. Google Spreadsheets are currently used to process grades in schools. This system is considered more effective and easier to use by all teachers (user-friendly), reports quickly and can be accessed in real-time without needing to be on the same server as long as the internet remains.

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1. Introduction

Teachers have a crucial role in education, especially in shaping the character and abilities of students. Teachers not only act as teachers, but also as motivators, guides, and drivers in the teaching and learning process. This is stated in Law Number 14 of 2005, which explains that the duties of teachers as professional educators are to educate, teach, guide, direct, and evaluate students. Teachers' vital role in education is to help students develop the skills, knowledge, and moral values needed for future success (Sulistiani & Nugraheni, 2023). One of the primary teacher tasks is to conduct assessments. Assessments conducted by teachers serve as a measuring tool for student competency achievement and can be used as a basis for improving learning. Assessment is one of the most essential components in effective learning for the learning process and outcomes (Yati, 2022). Assessment is a systematic process for collecting evidence about student learning achievements, used to make pedagogical decisions and improve the quality of learning (Black & Wiliam, 2018). This opinion aligns with Permendikbud No. 23 of 2016, which states that assessment collects and processes data to measure student learning achievement. Thus, assessment can be defined as a systematic process to collect and process information about student learning achievement so that it can be used as a basis for making pedagogical decisions (involving teachers' in-depth knowledge of their students, the material to teach, and techniques that support literacy teaching) that are effective in order to improve the quality of learning (Knox, 2017)

The results of this assessment are presented in the form of a report card, which can be a means of communication between the school and parents. Thus, the report card not only reflects learning achievement but also plays a role in providing further guidance so that students achieve optimal results. The report card is essential for reporting assessments that provide a comprehensive picture of students' academic progress. Teachers, students, and parents can assess student achievement and find improvement areas. The report card also helps plan more appropriate and efficient education programs. This opinion aligns with the Ministry of Education and Culture (2023), which states that the report card describes students' progress in various subjects. This allows teachers, parents, and students to see how far they have achieved their learning goals.

We cannot ignore the presence of information technology in education. Education is no longer limited to books and conventional teaching methods. Digital platforms, like the report card, now make classroom learning more interactive, responsive, and measurable. An e-report is one of the IT-based products. E-reporting in the Merdeka curriculum is an integral part of the educational innovations. E-report is an electronic reporting system designed to evaluate and report student learning outcomes by managing and processing students' electronic report data to facilitate communication between teachers and parents regarding children's development (Diniputri & Suhendi, 2021). E-reports are an essential step in supporting the learning evaluation process in elementary schools. The advantages of E-reports are: (1) E-reports speed up the value processing process, reduce data input errors, and increase assessment accuracy, (2) allow parents to monitor students' academic development in real-time, (3) support centralised data management, integration with the national system (Dapodik), and data-based decision making (Insan et al., 2024; Maula et al., 2024).

The research results of Isnaeni Machra Winayu in 2024 show that using web-based e-reports for assessment processing helps educators effectively manage practical character behaviour report scores for each assessment indicator description (Winayu et al., 2024). Wayan Widiana's

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research in 2021 shows that the Student Report (SR) system is suitable for use as an educational unit-based learning outcomes assessment system in elementary schools. This research indicates that teachers can utilise the E-report developed as a system for assessing learning outcomes based on education units in elementary schools (Widiana, 2021). Previous research results show that e-reports are suitable as a system for assessing learning outcomes in elementary schools.

Despite implementing the Merdeka curriculum and using E-report cards, few studies have completed a comprehensive evaluation focusing on the technical and practical aspects of implementing web-based E-report cards in elementary schools, especially in Salatiga. Many studies have not identified application bugs, synchronisation problems with Dapodik, or high hardware requirements. Based on those issues, an evaluation was conducted on implementing the web-based E-report card of the Merdeka curriculum version of the elementary school directorate.

The difference between research conducted by researchers and others is that the e-report product evaluation process uses the Context, Input, Process, and Product (CIPP) evaluation model. The evaluation model is CIPP (Context, Input, Process, Product). This evaluation model was chosen because it is proper to apply in the world of education, such as the idea put forward by evaluation expert and developer of the CIPP model, the CIPP model could help identify strengths, limitations, and provide recommendations based on findings for the future to observe the success or failure of a program comprehensively, namely not only focusing on the product, but also the context, input, and process (Stufflebeam, 2000).

2. Literature Review

The Merdeka curriculum is a new curriculum introduced by the Indonesian government in 2022, which aims to provide a more flexible and student-centred learning approach. The Minister of Education and Culture, Nadiem Makarim, first initiated the Independent Curriculum in 2019 because the PISA study results conducted in 2019 showed that Indonesian students were only ranked sixth from the bottom (Afida et al., 2021). Based on the present study results, the Minister of Education and Culture provided a new concept, the Merdeka curriculum. The Merdeka curriculum is based on independence and freedom in education in Indonesia to determine the best methods to use in the teaching and learning process. According to Nadiem Makarim's speech on August 27, 2020, it was also conveyed that "Independent Learning" means that now students no longer have to follow the available curriculum but can use the most appropriate learning method. Likewise, teachers can determine the best way to teach their students (Syakhrani & Kamil, 2022).

Evaluating the curriculum implementation is vital to understand how effective it is and to find areas that need to improve the quality of learning (Mardiana & Emmiyati, 2024). The study explains that the Merdeka curriculum has made the teachers' role a facilitator, allowing teachers to support student learning effectively, independently, and creatively. In addition, collaboration between parents and schools is an integral part of implementing this curriculum. However, three points need to be improved, namely: (1) evaluation guidelines must be made by emphasising creativity, critical skills, and collaboration, (2) learning approach methods must be changed to accept students with special needs and support inclusion, and (3) obstacles still exist in technological infrastructure.

The Merdeka curriculum report cards have significantly shifted from numerical-based assessments to comprehensive qualitative descriptions. This change is under the philosophy of

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the Independent Curriculum, which emphasises holistic student development that includes cognitive, affective, and psychomotor. Report cards in the Merdeka curriculum do not only focus on numerical values, but consider other aspects of students in their development, namely: (1) cognitive which includes students' abilities in understanding and applying knowledge), (2) affective which includes attitudes and values held by students, and (3) psychomotor which includes students' skills and abilities in carrying out various activities (Yudha, 2023).

Web-based e-report cards allow schools to manage student grade data in real-time, making it more accessible to teachers, students, and parents, and allowing users to monitor student learning outcomes flexibly, transparently, and accurately. Web-based e-report is an innovative system that improves student evaluation management and makes information more accessible and reliable for schools, parents, and students (Nurwahid et al., 2023). A web-based digital report is an electronic system created to manage and present student performance data in an accessible format. Reports like this are helpful in education because manual or traditional reporting is troublesome and prone to errors (Astutik et al., 2023).

3. Method

This study uses a qualitative approach with a descriptive method. Sugiyono (2020) states that qualitative descriptive research studies as many natural objects as possible to describe, explain, and answer the studied problems.

3.1 Research sample

The research location was SD Negeri Sidorejo Lor 02 in Salatiga. The research data sources were the principal, three class or homeroom teachers, three subject teachers, one teacher who doubles as a school operator, and one who doubles as a curriculum coordinator.

3.2 Data collection

The researcher used data collection techniques through interviews, observations, and documentation studies in this evaluation.

3.3 Data analysis

The evaluation model used is the CIPP model. The CIPP evaluation model was developed by Daniel Stufflebeam in 1966. Stufflebeam defines evaluation as describing, obtaining and providing helpful information to assess decision-making alternatives. The CIPP model consists of four types of evaluations, namely context, input, process, and product evaluations (Ariyani, 2023).

The context stage determines the program's needs and priorities by assessing its environment. This helps determine the evaluation goals and objectives. The Input stage evaluates the resources, strategies, and plans needed to implement the program, focusing on what must be done to achieve the desired results (Aziz et al., 2018). The Process stage evaluates the program's implementation, assessing how well the plans are implemented. The process section examines the activities and procedures to ensure the program runs effectively. The Product stage evaluates whether the program has achieved its goals or how it has affected the target population.

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4. Results

The research results were based on interviews with data sources, observations, and documentation studies. The research was conducted at SD Negeri Sidorejo Lor 02, at Jl. Imam Bonjol No. 117 Salatiga. This section presents the research results based on data analysis from various instruments that have been used. The presentation of the results aims to answer the formulation of the problem and describe the evaluation of the context, input, process, and product of the web-based Merdeka curriculum E-report version of the elementary school directorate at elementary schools in Salatiga.

4.1 Evaluation context

Based on interviews with school principals, class teachers, subject teachers, school operators, and curriculum coordinators, it is known that until now, the web-based Merdeka curriculum E-report version of the elementary school directorate has not been implemented in schools. Some underlying reasons are obstacles in the E-report application, limited internet network, inadequate personal PC or laptop devices, and no special training for all teachers. This was conveyed by the school operator (OPS), curriculum coordinator, class teachers, subject teachers, and the principal. The following is an excerpt from interviews with OPS, class 1 teachers, and PAI subject teachers regarding the web-based Merdeka curriculum E-report version of the elementary school directorate at SDN Sidorejo Lor 02:

> *In our school, Sidorejo Lor 02 Elementary School has not implemented the Merdeka curriculum E-report version of the Directorate of Elementary Schools web-based, due to several constraints in the E-report application. Therefore, the school made efforts by creating a report application that was adjusted to the report card provisions according to the service. (interview with OPS, April 30, 2025)*

> *Our school has not yet implemented the Independent Curriculum E-report version of the Directorate of Elementary Schools web-based due to constraints, such as the lack of special training for teachers and school operators, the lack of good and complete devices for all in the process of reporting learning outcomes/report cards, thus we use a spreadsheet created by the school. (interview with a grade 1 teacher, April 30, 2025)*

> *Sidorejo Lor 02 Elementary School has not implemented the Independent Curriculum E-report version of the Directorate of Elementary Schools' web-based. I heard this application cannot be accessed, so the school created its report application system using a spreadsheet. (interview with Islamic Religious Education subject teacher, April 30, 2025)*

According to the principal's interview, SDN Sidorejo Lor 02 does not yet have a policy regulating the web-based Merdeka Curriculum E-report card version of the Elementary School Directorate.

> *Our school has no specific policy regarding implementing the web-based Merdeka Curriculum E-report version of the Elementary School Directorate.*

> *We are just waiting for instructions from the Education Office. (interview with the principal, April 24, 2025)*

Basically, teachers and principals understand that the purpose of implementing the web-based Independent Curriculum E-report card version of the Elementary School Directorate is good, as conveyed by English subject teachers through interviews.

> *The goal is to make it easier for teachers to process student assessments faster and more accurately in reporting. Nevertheless, this application has not been implemented until now at SDN Sidorejo Lor 02. (interview with English subject teacher, April 30, 2025)*

Through interviews, data were also obtained from a grade 2 teacher about the school's needs for this E-report system before it was implemented. He said that if this school wanted to use the web-based Merdeka Curriculum E-report application version of the Elementary School Directorate, there should be a system that is easy to use, has minimal problems, and can be accessed anytime and anywhere as long as there is an internet connection.

4.2 Evaluation input

In terms of infrastructure readiness, schools do not yet have adequate facilities. The availability of computers is limited, and the internet is unstable. Teachers have also not received special training on using the web-based Merdeka Curriculum E-report version of the Elementary School Directorate. Support from schools and the education office is still minimal, and there has been no follow-up from the Elementary School Directorate Development Team regarding the distribution of materials or official socialisation. In the input evaluation, a grade 5 teacher said that, in terms of infrastructure, the facilities at the school do not yet support the implementation of the web-based Merdeka Curriculum E-report version of the Elementary School Directorate.

> *Our school's internet is quite adequate, but it does not reach all the rooms. Some are very strong at certain points, but also weak in some areas. Then, our school only has 2 PCs with good specifications and a special server that does not yet exist. Our laptops, especially mine, seem not to have been upgraded with the specifications requested by the web-based Merdeka Curriculum E-report application version of the Elementary School Directorate. Even though I heard that laptops that support this application must be high-end. (interview with grade 5 teacher, April 30, 2025)*

Regarding the training that teachers received in using the web-based Independent Curriculum E-report version of the Elementary School Directorate, most teachers (class teachers and subject teachers) admitted that they had not received this training. From the data that has been collected, only OPS and 1 class teacher had received this training in 2022. Although both of them had attended 1 training at the Education Office, after that, there was no follow-up, and after being implemented in their respective schools, the system could not be used. The following is an excerpt from an interview with a grade 1 teacher about training for teachers:

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> *Until today, we have never received official training from the Office or the Elementary School Directorate. As a class teacher, I have only heard but do not know what the contents or forms are, and so on, regarding the Web-based Independent Curriculum E-Report version of the Elementary School Directorate. (interview with grade 1 teacher, April 30, 2025)*

A grade 5 teacher stated something similar to the grade 1 teacher that teachers had never received training before. "I have never received training from the education office regarding E-reports." In line with the 5th-grade teachers and 1st-grade teachers, the PJOK subject teacher, who had not received any training at all, said the same thing: "Until now, I have not received training on the use of the web-based Independent Curriculum E-report version of the Elementary School Directorate." Likewise, the English subject teacher explained that until now, official training on the implementation of the Independent Curriculum E-report version of the Elementary School Directorate, either from the office or the Elementary School Directorate, has never been held.

> *Until now, no official training has been held related to the implementation of the Independent Curriculum E-Report by the Education Office or the Elementary School Directorate. As a result, most teachers and education personnel do not have an adequate understanding of this system, both in terms of operational techniques and its use in the learning reporting process. This condition is one of the main inhibiting factors in the optimal implementation of the system in the school environment. (interview with English teacher, April 30, 2025)*

Support from the school, the education office related to the implementation of the web-based Independent Curriculum E-report card version of the Elementary School Directorate is considered not optimal, still limited, and still waiting for direction. This was conveyed by a grade 2 teacher: "Support is still very limited as seen from the absence of direction, and the office has not yet provided training and assistance to the school." The PAI teacher also said the same thing, "Support is still limited. The school is waiting for direction; the office has not provided training and assistance." The curriculum coordinator in the interview said that:

> *Support from the office has not been seen regarding this. In addition, reports from the school OPS and other school OPS indicate that the Independent Curriculum E-report card version of the Elementary School Directorate cannot be accessed and used. Therefore, the school created its easy-to-use E-report card that is adjusted to the provisions of the existing curriculum. (interview with the curriculum coordinator, April 30, 2025)*

Finally, in the input component, namely support from the Elementary School Directorate in terms of resources and materials related to the E-report card, there is no. Based on the results of interviews and observations, teachers and OPS stated, "I have never received any official materials, modules, or socialisation from the Elementary School Directorate."

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4.3 Evaluation process

The process component discusses the process of inputting student grade data into the web-based Merdeka Curriculum E-report version of the Elementary School Directorate, technical obstacles that are often encountered, and the procedure for synchronising the web-based Merdeka Curriculum E-report version of the Elementary School Directorate with Dapodik. Because the E-report system has not been implemented, student grade data cannot be included in the application. Likewise, synchronisation with Dapodik has not been realised because accessibility encounters many obstacles. The school has not experienced technical obstacles directly because they have not been implemented. However, it is feared that if the web-based Merdeka Curriculum E-report system application version of the Elementary School Directorate is implemented, there will be network and device problems that will be challenges in the future.

In an interview, a grade 5 teacher stated, "I haven't done it because the E-report system has not been used in our school, so I don't know how the data input process works." This opinion is in line with the PAI teacher's statement, "I don't know the process because it hasn't been used in the school."

Technical constraints often encountered when using the web-based Independent Curriculum E-report version of the Elementary School Directorate have not been found because this system has not been used in this school. However, what they are worried about is if this system is implemented in schools, namely the network and server access, as conveyed by the grade 1 teacher, "Because we haven't used it, so the technical constraints haven't been found, but if it's web-based, the concern is about the network and server access." The PJOK teacher said the same thing, "Because our school does not implement the web-based Independent Curriculum E-report version of the Elementary School Directorate, so we don't know what technical constraints will occur."

The synchronisation procedure for the web-based Independent Curriculum E-report version of the Elementary School Directorate with Dapodik has never been carried out. From the interviews conducted, because they have not received technical guidance or training related to synchronisation, OPS, especially teachers, do not understand this synchronisation procedure. This opinion was also conveyed by the PAI teacher, "I don't understand the procedure because it has never been done either. Moreover, we haven't received technical guidance or training related to synchronisation either." In line with the opinion of the PAI teacher, the PJOK teacher expressed his opinion as follows: "Because our school does not implement the web-based Merdeka Curriculum E-report version of the Elementary School Directorate, we do not yet know the procedure for synchronising the E-report. (interview with PJOK teacher, April 30, 2025).

4.4 Evaluation product

The product component discusses the results, the quality of the report cards produced by the web-based Independent Curriculum E-report version of the Elementary School Directorate, how effective this E-report is in helping improve teacher performance in assessment, and the school's decision regarding the implementation of the web-based Independent Curriculum E-report version of the Elementary School Directorate. The quality of the report cards produced cannot yet be assessed. However, in the future, it is hoped that the report cards will be neater and meet national standards. The effectiveness and efficiency of teacher work cannot yet be improved without implementing this system. The school's temporary decision is to wait for the readiness of the infrastructure, teacher training, official policies from related agencies, and to use an application or assessment system that is easy to use, fast in reporting, user friendly, and easy to access anywhere without having to be done on the same server, as long as there is an

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internet connection, the value processing process is safe. An interview was conducted with a grade 2 teacher regarding the quality of the report cards produced by the web-based Independent Curriculum E-report version of the Elementary School Directorate, he said, "I have not been able to assess the quality of the E-report made by the Elementary School Directorate because this school has never used it." The effectiveness of the web-based Independent Curriculum E-report version of the Elementary School Directorate in helping to improve teacher performance in assessment has not been felt because this school has not implemented it. However, there is hope that this assessment system can one day become an effective and efficient. This is supported by the opinion of a grade 1 teacher that "I have not been able to find out the benefits because I have not used it. Hopefully it can be easier, faster and more accurate." This opinion is in line with that expressed by a grade 5 teacher, namely:

> *I cannot say the benefits because I have not used it. Hopefully, it can provide an effective and efficient grade reporting system." (interview with grade 5 teacher, April 30, 2025)*

The final stage is the school's decision regarding the implementation of the Independent Curriculum E-report card based on the web version of the Elementary School Directorate. This school has the same argument that the school is still waiting for further information from the Education Office. Therefore, the school decided not to use this assessment system because of obstacles that have not been overcome until now, including difficult access to the application, not connected to Dapodik. In the meantime, the school uses a Spreadsheet for processing grades up to the report card-making process. With this spreadsheet, all teachers are facilitated in their work, so that the value processing process is not hampered.

> *The decision from our school is not to use this E-report card yet; still waiting for the readiness of the infrastructure, training for teachers, as well as official policies from the Education Office and discussions with the school committee. (interview with the Principal, May 6, 2025)*

> *Our school's decision for now is not to use the Independent Curriculum E-report card based on the web version of the Elementary School Directorate because it is considered difficult to access, not synchronised with Dapodik, not user-friendly, and cannot be accessed at any time, even though the infrastructure is quite supportive. (interview with OPS, April 30, 2025)*

> *For now, the school has decided not to use it because there has been no official recommendation from the Education Office regarding the use of the Elementary School Directorate's version of the E-report card, and the main obstacle to this report card is that it is difficult to access, even though the infrastructure is not that far behind. So, for the sake of speeding up the processing of student grades, we from the school (Principal, OPS, and Curriculum Coordinator) decided to use our school's version of the E-report card application, namely using Google Spreadsheet, which can be accessed by anyone and at any time. So far, it's still safe. (interview with curriculum coordinator, April 30, 2025)*

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5. Discussion

The purpose of this context evaluation component is to determine the policies, objectives, and needs of schools related to the web-based Independent Curriculum E-report version of the Elementary School Directorate. Based on the results of interviews with the principal, class teachers, subject teachers, school operators, and curriculum coordinators at SDN Sidorejo Lor 02, it is known that until now, the web-based Independent Curriculum E-report version of the Elementary School Directorate has not been implemented. Several factors that are the main obstacles are technical constraints on the application, limited internet network, inadequate computer or laptop devices, and the absence of special training for all teachers and school operators. This is in line with UNESCO's statement, which identified digital infrastructure problems in Indonesia, such as the unpreparedness of schools to use web-based applications such as due to limited internet networks and available devices (UNESCO, 2023). In line with the opinion above, the implementation of the web-based Independent Curriculum E-report also faces challenges. The main challenges include limited technological infrastructure in some schools, especially in remote areas, as well as the need for intensive training for teachers to improve their digital literacy (Muqorobin, 2023).

In addition, based on the principal's interviews, it is known that SDN Sidorejo Lor 02 does not yet have an official policy regarding the web-based Independent Curriculum E-report card and is still waiting for instructions from the Education Office. This policy from the Education Office determines whether a system/program is used or not after an evaluation. Program evaluation is a process that aims to assess the quality, effectiveness, and impact that has been implemented. The program can be in the form of policies, plans, activities, or projects to achieve certain goals (Mualif, 2023).

However, teachers and principals understand that the main purpose of implementing the Independent Curriculum E-report card is to facilitate grade processing, accelerate reporting of learning outcomes, and improve the accuracy of student data. This finding is in line with research conducted by Wahyuni (2020) that web-based E-report cards are useful in improving the accuracy of assessments and data and facilitating communication between teachers, students, and parents (Wahyuni, 2020). Web-based E-report cards make it easier to enter and process grade data (Wijayanto et al., 2024). Furthermore, through interviews with grade 2 teachers, it is known that schools need an E-report system that is easy to use, has minimal obstacles, and can be accessed anytime and anywhere as long as there is an internet connection. This is reinforced by the opinion of Nurwahid (2023) who stated that web-based E-report cards are web-based electronic reports are innovative systems that improve student evaluation management and make information more accessible and reliable for schools, parents, and students (Nurwahid et al., 2023). Therefore, this context analysis shows that the current situation at SDN Sidorejo Lor 02 does not support the web-based Merdeka Curriculum E-report card created by the Elementary School Directorate. Before the program can run well, several important things need to be considered, such as infrastructure readiness, teacher training, policy support, and the availability of a system that suits the school's needs.

When compared to the evaluation success criteria contained in Chapter III, the policy and implementation of the web-based Merdeka Curriculum E-report system created by the Elementary School Directorate have not been met. On the other hand, schools have met the criteria in terms of understanding the objectives. This shows that conceptual readiness already exists, but policies and technical preparation are still needed.

The interviews conducted with the principal, class teachers, subject teachers, school operators, and curriculum coordinators showed that the input readiness to implement the web-

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based Merdeka Curriculum E-report version of the Elementary School Directorate at SDN Sidorejo Lor 02 is still limited. In terms of infrastructure, only two computer units are available, and no special server can be used to operate the E-report system. In addition, the school's internet network is not always strong in all rooms, only in certain areas. In addition, most of the laptops used by teachers do not meet the standards required to run the web-based Merdeka Curriculum E-report application.

This finding is in line with Bhardwaj (2020), who emphasised that the implementation of a web-based education management system is often considered an obstacle due to limited infrastructure, lack of training, and a system that is not user-friendly (Bhardwaj et al., 2020). This study also emphasised that adequate training and technical support are essential for the successful implementation of technology in education (Dijks et al., 2025). The system implementation process likely experiences obstacles if these three components are unmet. Based on the evaluation success criteria, the training and infrastructure aspects have not been met. Due to the lack of training, HR competency is also not optimal in this case. Therefore, input preparation is inadequate to support the implementation of E-report cards. The study results showed that the Merdeka Curriculum E-report application for the Elementary School Directorate web version at SDN Sidorejo Lor 02 did not run well. This is because the system had not been officially implemented in schools at the time the study was conducted. As a result, neither teachers nor school operators have entered student grade data into the application. Because they have not received training or direct practice, many class and subject teachers do not know how to enter grade data into the E-report card system. In addition, no technical obstacles are directly visible in the use of the system. However, many teachers are concerned that this application will cause problems that are most likely if the internet network is unstable and devices are limited in schools. Teachers are concerned about slow server access and connection disruptions, which can interfere with data input and value processing.

Until now, schools have not synchronised the Directorate of Elementary Schools' web-based Merdeka Curriculum E-report with Dapodik. Interview results showed that school operators and teachers did not have adequate knowledge of the synchronisation procedure because they had not received technical guidance or training from related parties. This finding is not in line with that conveyed by Hartati & Waskito (2023) that this system allows direct integration with Basic Education Data (Dapodik), facilitates value management, and makes reporting learning outcomes easier. In addition, by using this system, data storage becomes safer and well-protected because it is integrated with the server. This finding is reinforced by Nugraheni's opinion (2022) that the Elementary School Directorate Team developed the Elementary School E-report application, which is directly integrated with Dapodik and makes it easier for teachers to input data and interact with students (Nugraheni & Naomi, 2022). Because it is easy to use and connected to Dapodik, the Elementary School E-report is very useful for teachers and administrative staff. The process component has not been met from the evaluation success criteria.

The absence of implementation, assistance, mentoring, and supervision means this process cannot be evaluated comprehensively. The results of the study on the product component show that the web-based Merdeka Curriculum E-report program used by the Elementary School Directorate at SDN Sidorejo Lor 02 has not been used in schools, and the quality of the report cards made cannot be assessed. Because they do not have direct experience in using the application, teachers at this school cannot provide an assessment of the quality and suitability of the report card format with national standards. However, it is hoped that the report cards' quality will be more systematic and neat, and meet the national assessment standards set by the

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government. In addition, this school has not experienced the direct benefits of the web-based Merdeka Curriculum E-report version of the Elementary School Directorate, regarding how effective and efficient the teacher's work is in assessment. Teachers hope that this web-based assessment system will later speed up the process of inputting grades, speed up reporting of student learning outcomes, and produce accurate data that can be accessed anytime on the internet. Currently, Google Spreadsheets is used to process grades in schools, which is considered more efficient and easy to use by all teachers (user-friendly), fast in reporting, and easy to access in real-time without having to be done on the same server, as long as the internet remains.

The expectation of this finding is in line with Astutik's opinion (2023), which explains that web-based digital report cards are an electronic system created to manage and present student performance data in an accessible format (Astutik et al., 2023). In the evaluation success criteria, the product component presents reports on student learning outcomes that can be presented well, on time, accurately, and user satisfaction with this E-report system (Agustini et al., 2020). After being compared, the E-report system has not been able to meet these criteria. Even so, the temporary replacement system used by schools until now can meet the needs of reporting student learning outcomes promptly and is quite satisfactory for users, both from this school and other schools that request this system be used in their schools.

6. Conclusion and Implications

6.1 Conclussion

The context component discusses schools' policies, objectives, and needs related to implementing E-report cards. The results are that schools have not implemented the web-based Independent Curriculum E-report card version of the Elementary School Directorate because the infrastructure and training are not yet available. Schools also understand that the primary purpose of implementing the web-based Independent Curriculum E-report card version of the Elementary School Directorate is to make it easier for teachers to process student grades faster and more accurately in reporting. Therefore, schools need an assessment system that is practical, efficient, accessible anytime and anywhere as long as there is an internet connection, user-friendly, and integrated with Dapodik.

The input component discusses readiness, infrastructure, human resources, and training. The results obtained are that the infrastructure is quite supportive, even though the internet is not yet adequate to reach all rooms in the school, and some laptops used by teachers do not have the specifications expected by the web-based E-report card version of the Elementary School Directorate. Technical training for teachers has not been obtained evenly; only 1 teacher and OPS in 2022. However, the system still could not be used in elementary schools in Salatiga. This is reinforced by the fact that teachers have never received official materials, modules, or socialisation from the Elementary School Directorate. Because there has been no training, this affects the inadequate understanding of human resources regarding the Independent Curriculum E-report system based on the web version of the Elementary School Directorate. So while waiting for official instructions from the Education Office, schools create their E-reports according to the existing curriculum, using Google Spreadsheets to process grades.

The process component discusses the implementation and obstacles faced. In its implementation. The results obtained show that there has been no value input process or synchronisation because E-reports have not been implemented. Technical constraints have not been felt, but there are concerns related to the internet network and special servers if they are

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implemented later. The product component discusses the results and quality of report cards, teacher work effectiveness, and implementation decisions. The results and quality of E-reports cannot be assessed. The system's effectiveness has not been felt because it has not been used. The school decided to postpone the implementation of this system until the infrastructure, training, and official policies are available. Google Spreadsheets are currently used to process grades in schools. This system is considered more effective and easier to use by all teachers (user-friendly), reports quickly and can be accessed in real-time without needing to be on the same server as long as the internet remains.

6.2 Implications

Schools are advised to start recording infrastructure, such as internet networks and computer or laptop devices that teachers use. In addition, schools must strengthen OPS and teachers' skills in managing digital-based grades through internal or independent training. When the official e-report card is used, schools must form a special team to handle the digital assessment system. Schools can use a temporary grade processing system such as Google Spreadsheet, which is easy to use and ensures data security and accuracy while waiting for official regulations and instructions from the government.

The E-report card development team is advised to develop a flexible and easy-to-use system for schools with network and device limitations. In addition, the development team must provide training modules, user manuals, and video tutorials that are easily accessible and can be understood by teachers and school operators from various backgrounds. In addition, the same training and socialisation across all regions are needed, and active online consultation services are needed to ensure that educational institutions have access to technical assistance when the system is used.

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