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Rwa Bhineda concept and weighted product method in the Alkin-Provus evaluation model modified design

Wayan Sugandini*)[1], P. Wayan Arta Suyasa[2], Dewa Gede Hendra Divayana[3], I Putu Wisna Ariawan[4]
[1]Universitas Pendidikan Ganesha, Singaraja, Indonesia; wayan.sugandini@undiksha.ac.id
[2]Universitas Pendidikan Ganesha, Singaraja, Indonesia; arta.suyasa@undiksha.ac.id
[3]Universitas Pendidikan Ganesha, Singaraja, Indonesia; hendra.divayana@undiksha.ac.id
[4]Universitas Pendidikan Ganesha, Singaraja, Indonesia; wisna.ariawan@undiksha.ac.id
*)Corresponding author: Wayan Sugandini; E-mail addresses: wayan.sugandini@undiksha.ac.id

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Abstract. The combination of the *Alkin* and *Provus* evaluation models was carried out to optimize the functionality of the evaluation components owned by each evaluation model. Although the combination of the two models was perfect, there were still obstacles in its implementation. The obstacle was the difficulty in determining the priority aspects in the evaluation components that trigger the effectiveness of a program/object being evaluated. Therefore, it is urgent to conduct research that shows innovations in the form of modifications made to the two evaluation models by utilizing the *Rwa Bhineda* concept and the *Weighted Product* method. The *Rwa Bhineda* concept is used to determine the accuracy of the integration of the evaluation aspects owned by each evaluation component of the *Provus* and *Alkin* models. The *Weighted Product* method is used to obtain calculation results in determining the priority aspects that trigger the effectiveness of a program. The purpose of this study was to show the quality of the modified design of the *Alkin-Provus* evaluation model that utilizes the *Rwa Bhineda* concept and the *Weighted Product* method. This study used a development approach. The development model, as proposed by Borg & Gall, encompasses three stages: design creation, initial design trials, and revision of initial design trials. The subjects involved in the initial design trial were 50 respondents. The selection of subjects used a purposive sampling technique. The initial trial tool was a questionnaire consisting of 15 questions related to the design. The data analysis technique for the trial results was quantitative descriptive. This technique involves comparing the percentage of design quality with quality standards that refer to the five-scale categorization. The results of this study indicate that the modified design of the Alkin-Provus evaluation model, which utilizes the Rwa Bhineda concept and the weighted product method, falls within the good quality category. The impact of the results of this study is that evaluators and observers in the field of education gain knowledge about the existence of the concept of Balinese local wisdom (namely *Rwa Bhineda*) and the decision support system method (namely *Weighted Product*) that can be used to optimize the functionality of the *Provus* and *Alkin* evaluation components and determine the priority aspects that trigger the effectiveness of a program/object being evaluated.

Introduction

In general, the effectiveness of an object under review can be assessed using the Provus evaluation model and the Alkin model. However, using the two models independently does not yield the best evaluation results. As a result, in order to supplement the shortcomings of each evaluation model

component, the two models must be integrated urgently. The field's reality is that integrating every element that belongs to the two assessment models is difficult (Kaewyong et al., 2019; Nouraey et al., 2020). Furthermore, it might be challenging to identify the evaluation components that are most important in establishing how well a program is being implemented. The ideal situation is a combination of two evaluation models that can provide recommendations in the form of priority aspects within the evaluation components that drive the effectiveness of a program's implementation.

To achieve the integration of the Provus and Alkin evaluation models, innovations are required in light of this reality. One of the innovations is the modification of the Provus and Alkin evaluation models using the Weighted Product method and the Rwa Bhineda concept. A type of Balinese Hindu local wisdom known as Rwa Bhineda highlights the value of acknowledging and comprehending the existence of duality or difference as a necessary component of life's equilibrium. The correctness of combining evaluation aspects possessed by each evaluation component of the Provus and Alkin models can be ascertained using the Rwa Bhineda idea. To determine the priority factors that contribute to a program's effectiveness, the Weighted Product approach is utilized to calculate the findings.

The presence of this research is based on the limitations found in several previous research results. Yustikarini's (2023) shows the use of the discrepancy model (*provus*) to evaluate the implementation of a social reconstruction-based curriculum at Sekolah Rimba Indonesia. The limitation of Yustikarini's research is that the priority aspects that trigger the implementation effectiveness of the curriculum have not been shown. Mursidin's (2023) demonstrates how the Provus model is used to assess the efficacy of Madrasah Aliyah Negeri Insan Cendekia Sambas's character-building curriculum for responsibility. Mursidin's research has the drawback of not demonstrating the key elements that contribute to the character-building program's implementation efficacy.

Net et al. (2024) show how to assess blended learning's efficacy using the Alkin model. Samal et al.'s study has the drawback of not illustrating how to identify the critical elements that contribute to the success of blended learning implementation. Fatchurahman et al. (2022) demonstrate how to assess the efficacy of blended learning using the Alkin model. The study by Samal et al. has the drawback of not illustrating how to identify the critical elements that contribute to the success of implementing blended learning. Hasan et al. (2024) demonstrate how the computer engineering and informatics expertise program's fieldwork practice program is assessed using the discrepancy model. Hasan et al. (2024) research has the drawback of not outlining the procedure for identifying the assessment elements that serve as the primary standards for judging how well the fieldwork practice program is being implemented.

The modified design of the Provus and Alkin evaluation models, based on the internalization of the Rwa Bhineda concept and the Weighted Product method, must be presented to highlight the significance of the innovation in addressing the challenges of integrating these models. Based on that, the study's question is: How well does the modified Alkin-Provus assessment model design that makes use of the Weighted Product method and the Rwa Bhineda concept work? The goal of this study is to demonstrate the quality of the modified Alkin-Provus assessment model design that makes use of the weighted product method and the Rwa Bhineda idea, following the research topic.

Method

Research Approach

The development technique was applied in this study. Borg & Gall's development model, which has ten stages of development, was used in this study (Faridah et al., 2022; Wulandari et al., 2023).

The development stages in this 2024 study only concentrate on three stages of development in accordance with the study's goals. The phases in question are design development, preliminary testing, and adjustments to preliminary trial findings. The details of the development stages, from design development through revisions to the initial trial results, are presented in Image 1.

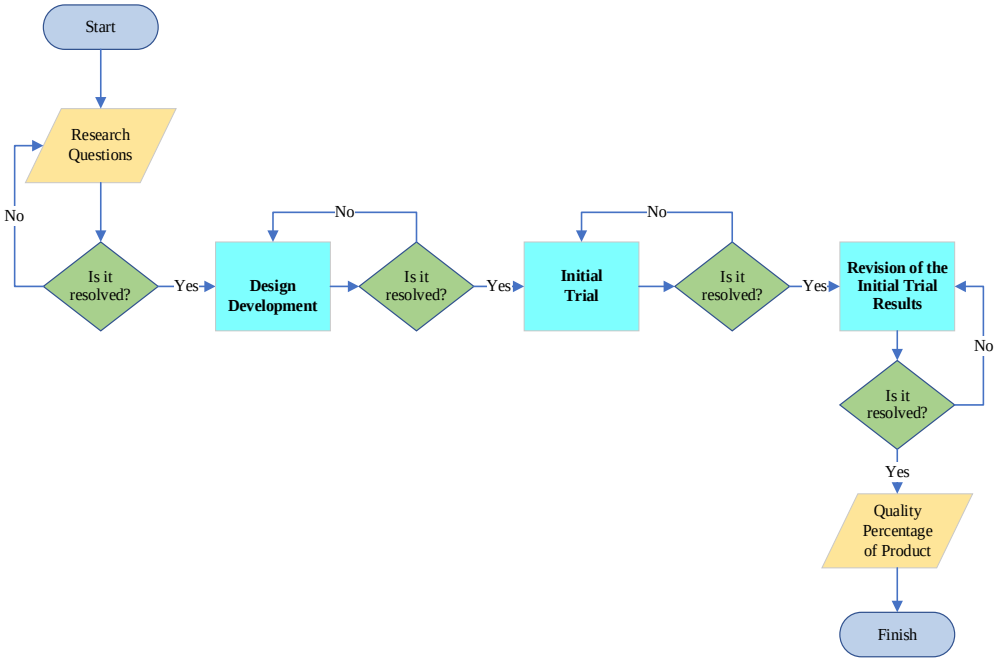

Image 1. Flowchart about Development Stages in this 2024 Research Based on the Borg and Gall Model

Research Subjects

The Purposive Sampling technique was employed in the selection of research participants. From the start, the research participants were identified. They had a thorough understanding of how the Provus and Alkin evaluation models were modified, based on the Weighted Product approach and the internalization of the Rwa Bhineda notion. Ten evaluators who would later participate in the initial trial, five informatics experts, and five education experts were the subjects of the 2024 study.

Object and Location of Research

The primary subject that needs to be examined and for which a solution is sought in this study is the goal of inquiry. The object of this research is a product design model that combines two evaluation models. The goal of this work was to construct a modification of the Provus and Alkin evaluation model based on the Weighted Product technique and the internalization of the Rwa Bhineda notion. This study was conducted in Bali's IT Vocational Schools.

Data Collection Instruments

A questionnaire served as the instrument/tool for gathering data for this investigation. Respondents' quantitative information was gathered using the questionnaire. The questionnaire was validated using a content validity test involving two experts: one in educational evaluation and one in informatics. Based on the internalization of the Rwa Bhineda concept and the Weighted Product approach, judgments regarding the proportion of the updated design of the Provus and Alkin evaluation model's quality level were made using this quantitative data. The Provus and Alkin evaluation model's modified design, which was based on internalizing the Rwa Bhineda concept and using the Weighted Product method, had 15 questions in order to determine the percentage of the quality level.

Data Analysis Techniques

Quantitative descriptive techniques were then used to analyze the gathered data. This method makes use of descriptive percentage computations. The findings of the first trial of this assessment model's modified design were interpreted using the descriptive percentage computations. The following is the formula for calculating the targeted descriptive percentage. (Naibaho, 2021; Timbi-Sisalima et al., 2022).

$$P = (f/N) \times 100\% \quad (1)$$

Notes:

P= Percentage of quality
f = Total acquisition value
N = maximum total value

The results of the achievement of the percentage of quality obtained from the formula are then compared with the categorization referring to the standards shown in Table I. Table I shows the quality standards for the modified design of the Provus and Alkin evaluation models based on the internalization of the Rwa Bhineda concept and the Weighted Product method referring to the Eleventh Scale Categorization. The complete details of Table 1 can be seen as follows (Divayana et al., 2019; Divayana et al., 2020)

Table 1. Design Quality Standards for Modified Provus and Alkin Evaluation Models Based on Internalization of the Rwa Bhineda Concept and the Weighted Product Method Referring to the Eleven Scale Categories

Percentage of Quality (%)	Quality Category	Recommendations
0-4	Extremely bad	Revised
5-14	Very bad	Revised
15-24	Bad	Revised
25-34	Very less	Revised
35-44	Not enough	Revised
45-54	Almost enough	Revised
55-64	Enough	Revised
65-74	More than enough	Not revised
75-84	Good	Not revised
85-94	Very good	Not revised
95-100	Special	Not revised

Results and Discussion

Several research findings have been derived from the stages of research conducted in 2024. Notably, the research findings pertain to design development, preliminary trials, and modifications to the findings of the preliminary trials. Here are some full results that can be displayed:

Design Development

At this stage, a modified design of the Provus and Alkin evaluation models was made based on the internalization of the Rwa Bhineda concept and the Weighted Product method. This design was created using the Microsoft Visio application. The complete form of the design can be seen in Image 2.

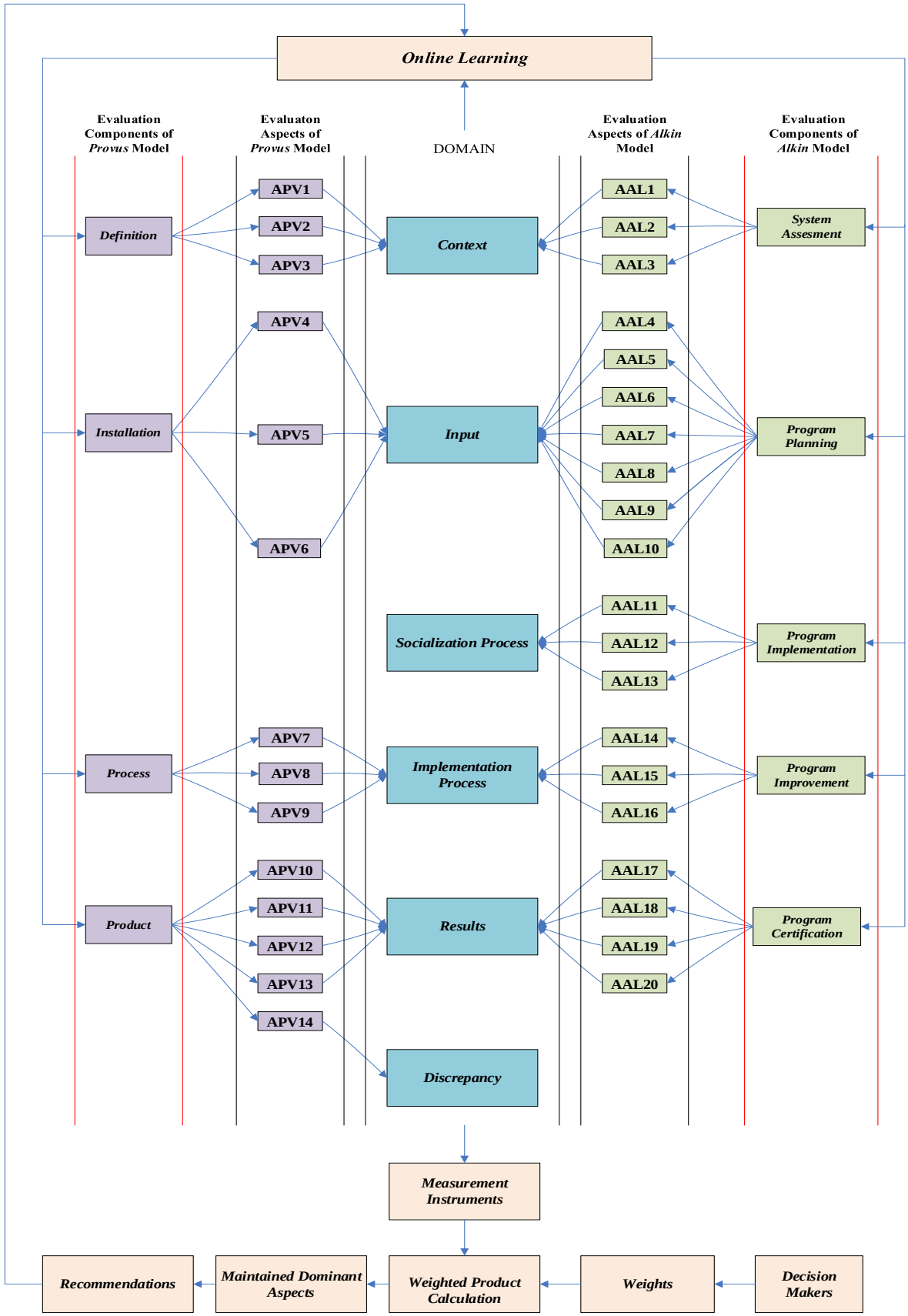

Image 2. Modified Design of Provus and Alkin Evaluation Model Based on Internalization of Rwa Bhineda concept and Weighted Product Method

Initial Trials

An initial trial of the design was then conducted using the modified Provus and Alkin evaluation model, which was based on the internalization of the Rwa Bhineda concept and the Weighted Product technique that had been finalized at the design creation stage. The initial trial was carried out by 20 examiners, including five informatics experts, five education experts, and ten evaluators. The results of the initial trial can be seen in Table 2.

Table 2. Results of Initial Trials on the Modified Design of the Provus and Alkin Evaluation Models Based on the Internalization of the Rwa Bhineda Concept and the Weighted Product Method

Tester	Items-															∑	Percentage of Quality (%)
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15		
Informatics Expert-1	5	4	4	4	5	4	5	5	5	4	4	5	5	5	4	68	90.67
Informatics Expert-2	4	4	5	4	4	4	5	4	4	4	4	5	4	4	4	63	84.00
Informatics Expert-3	4	5	4	4	5	4	4	4	4	5	5	4	4	4	5	65	86.67
Informatics Expert-4	4	4	4	5	5	5	4	4	4	5	4	4	4	4	4	64	85.33
Informatics Expert-5	4	4	4	5	4	4	4	5	5	4	5	5	5	5	5	68	90.67
Education Expert-1	5	4	5	4	4	4	5	4	4	4	4	4	4	5	5	65	86.67
Education Expert-2	5	5	4	4	4	4	5	4	4	4	4	4	4	4	5	64	85.33
Education Expert-3	5	4	5	5	5	5	4	5	5	5	5	5	4	4	4	70	93.33
Education Expert-4	4	4	5	4	4	4	4	5	4	4	5	5	5	5	5	67	89.33
Education Expert-5	4	5	5	5	4	4	4	4	4	5	4	4	4	4	5	65	86.67
Evaluator -1	4	5	4	4	4	4	5	4	4	4	4	5	4	4	5	64	85.33
Evaluator -2	5	4	4	4	4	5	5	5	4	4	4	5	5	5	4	67	89.33
Evaluator -3	4	4	4	4	4	5	4	4	4	5	5	4	4	4	4	63	84.00
Evaluator -4	4	4	5	4	4	4	4	4	4	5	4	4	4	4	5	63	84.00
Evaluator -5	4	5	5	5	4	4	4	4	5	5	5	4	4	4	5	67	89.33
Evaluator -6	4	5	4	4	4	5	4	4	5	4	4	4	5	5	4	65	86.67
Evaluator -7	5	4	4	4	5	4	4	5	4	4	4	5	4	4	4	64	85.33
Evaluator -8	4	4	4	4	5	4	4	4	4	4	4	5	4	4	4	62	82.67
Evaluator -9	5	5	5	5	4	5	5	5	5	5	5	4	5	5	5	73	97.33
Evaluator -10	4	4	5	4	4	4	4	4	4	4	5	4	4	4	4	62	82.67
Average																	87.27

Notes: Item 1 discusses the reliability of the assessment elements applied in the Provus evaluation model's Definition component, item 2 concerns the reliability of the assessment elements applied in the Provus evaluation model's Installation component, item 3 concerns the validity of the assessment elements applied in the Provus evaluation model's Process component, item 4 of the Provus evaluation model concerns the validity of the evaluation elements utilized in the Product component, item 5 concerns the validity of the evaluation elements included in the Alkin evaluation model's system assessment component, item 6 of the Alkin assessment model discusses the validity of the evaluation elements included in the program planning section, item 7 of the Alkin assessment

model discusses the validity of the evaluation elements utilized in the program implementation component, item 8 of the Alkin assessment model discusses the validity of the evaluation elements utilized in the program improvement section, item 9 of the Alkin evaluation model discusses the validity of the evaluation elements utilized in the program certification component, item 10 concerns the appropriateness of the assessment domains utilized to gauge the caliber of online education, item 11 discusses the viability of incorporating every facet of the Provus and Alkin assessment models into the Rwa Bhineda-based evaluation domains, item 12 concerns the appropriateness of the decision-maker's weighting, item 13 concerns the precision of the weighted product method formula, which serves as the foundation for identifying the most important factor in the Provus and Alkin models that determines the efficacy of a program or item under evaluation, item 14 discusses whether the weighted product approach is a suitable way to calculate the most dominating aspect in the Provus and Alkin models, item 15 discusses the applicability of suggestions derived from the weighted product method of calculating results to determine the most prominent feature in the Provus and Alkin models.

During the initial testing of the modified Provus and Alkin evaluation model, which incorporates the internalization of the Rwa Bhineda concept and the Weighted Product method, the testers provided several recommendations. The design was enhanced using those recommendations. Table 3 shows some of the recommendations in question.

Table 3. Suggestions During Initial Trials on the Modified Design of the Provus and Alkin Evaluation Models Based on the Internalization of the Rwa Bhineda Concept and the Weighted Product Method

No	Experts	Suggestions
1	Informatics Expert-2	The internalization of the Rwa Bhineda concept needs to be reflected in the design.
2	Evaluator-3	Show the weighted product formula in the design.
3	Evaluator-4	The weighted product formula is shown in the "Weighted Product Calculation" section.
4	Evaluator-8	It is better to clearly show the position of the Rwa bhineda concept in this modified design.
5	Evaluator-10	It is better to display the weighted product formula in this design.

Revision Stage of Initial Trial Results

The improved design of the Provus and Alkin evaluation model, based on the internalization of the Rwa Bhineda concept and the Weighted Product technique, needs revision in light of the testers' recommendations, as displayed in Table 3. Three research teams worked on the modification. Image 3 shows the complete outcomes of the revision of the evaluation model's updated design.

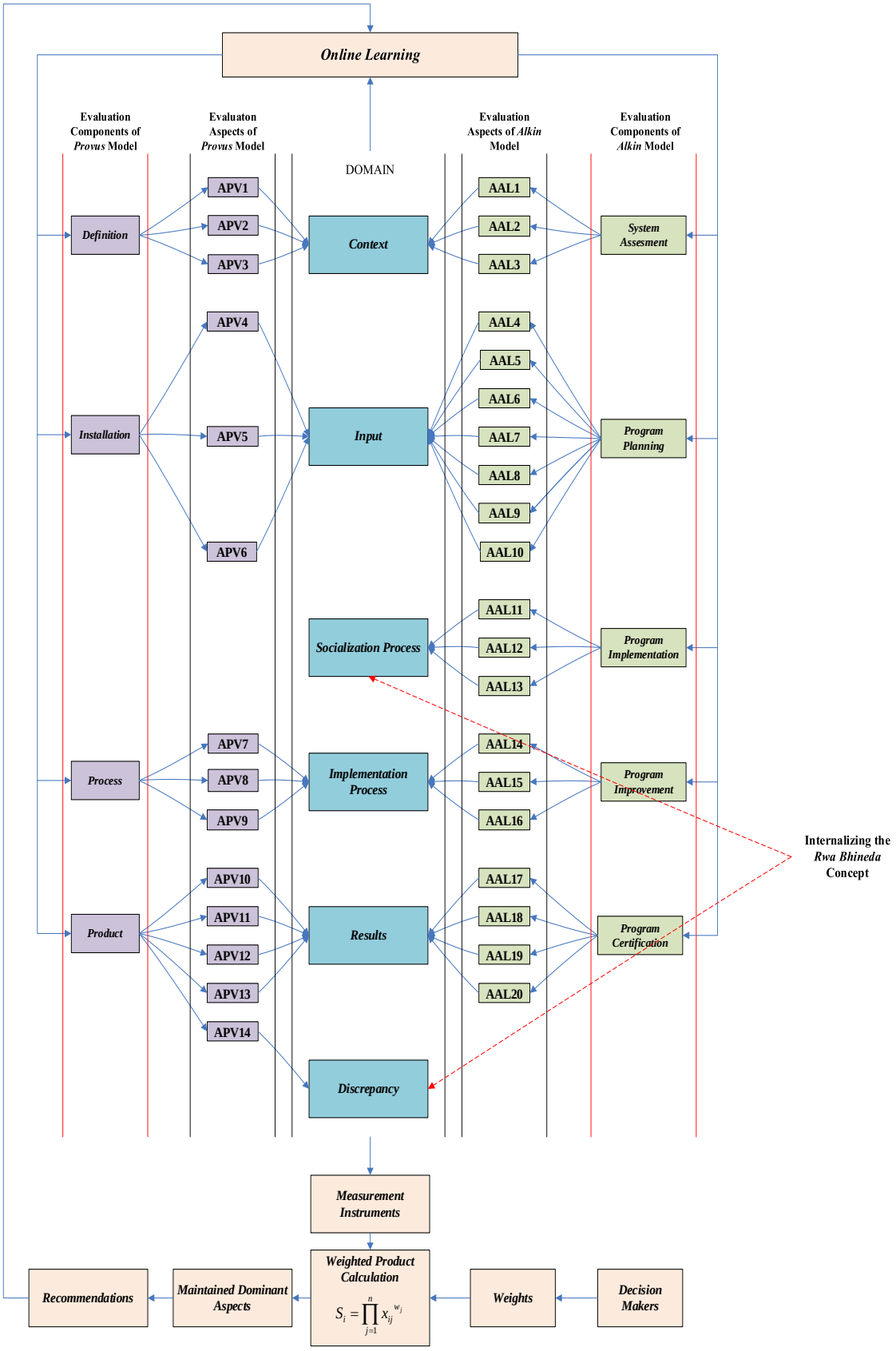

Image 3. Results of Improvements to the Modified Design of the Provus and Alkin Evaluation Model Based on Internalization of the Rwa Bhineda Concept and the Weighted Product Method

Two educational assessment models the Provus evaluation model and the Alkin evaluation model were combined to create the modified design of the Provus and Alkin evaluation models, which are based on the internalization of the Rwa Bhineda concept and the Weighted Product method. Four assessment components make up the Provus model: definition, installation, process, and product. System assessment, program design, program implementation, program improvement, and program certification are the five evaluation components that make up the Alkin model. The Provus model, which measures the quality of online learning, has 14 components: APV1 (the vision, mission, and goals of implementing online learning); APV2 (academic community support for online learning implementation in each Bali Vocational High School); APV3 (legal aspects of online learning implementation); APV4 (student and teacher readiness for implementing online learning); APV5 (readiness of supporting facilities and infrastructure for implementing online learning); and APV6 (readiness of the system/platform management team used to support online learning implementation), APV12 (the degree of security of digital teaching materials that teachers distribute to students), APV13 (the degree of communication and interaction through the online learning support platform), APV10 (student and teacher satisfaction with the ease of use of the online learning platform), APV11 (student and teacher satisfaction with the speed of access to the platform used in online learning), APV9 (procedures for conducting online learning effectively), and APV7 (procedures for teachers to create digital teaching materials distributed to students to support online learning), APV8 (procedures for creating platform accounts for teachers and students so they can access the platform used for the online learning process), and APV10 (proceding the ease of access to the online learning platform). The Alkin model, which measures the quality of online learning implementation, has 20 components: AAL1 (the goals of online learning implementation), AAL2 (academic community support at each Bali vocational school), AAL3 (regulations that support the implementation of online learning), AAL4 (students' readiness to provide internet access), AAL5 (students' readiness to provide computer hardware to support the implementation of online learning), AAL6 (students' ability to operate the platform used in online learning), AAL7 (teachers' readiness to provide internet access), AAL8 (teachers' ability to provide engaging and appropriate teaching materials for online learning), AAL9 (teachers' readiness to provide computer hardware to support online learning), and AAL10 (teachers' ability to operate the platform used in online learning), AAL11 (teachers sharing platform links with students to spread information about online learning), AAL12 (teachers sharing links to instructional materials with students before or after implementing online learning), AAL13 (teachers sharing guidelines for implementing online learning to students), AAL14 (how to create engaging digital teaching materials), AAL15 (how to create platform accounts to support online learning), AAL16 (how to implement online learning), AAL17 (student satisfaction with the platform's ease of use to support the implementation of online learning), AAL18 (teacher satisfaction with the platform used to support online learning implementation), AAL19 (security of instructional materials distributed to students in online learning), and AAL20 (teacher and student satisfaction with communication and engagement via the online learning support platform).

The context domain, input domain, socialization process domain, implementation process domain, results domain, and discrepancy domain are the six domains used to assess the quality of online learning. By internalizing the Rwa Bhineda notion and the Weighted Product approach, the Provus and Alkin evaluation models were modified to yield the six domains. The unification of the function between the Alkin model's system assessment component and the Provus model's definition component yields the context domain. The function between the Alkin model's program planning component and the Provus model's installation component is unified to provide the input domain. The Alkin model's program implementation component provides the socialization process domain, which is used to address the Provus model's shortcomings regarding the evaluated program's (online learning) lack of a socialization process. The unification of functions between the program improvement component in the Alkin model and the process component in the

Provus model yields the implementation process domain. The results domain is derived from the unification of functions between the Alkin model's program certification component and the Provus model's product component. To address the shortcomings of the Alkin model, which include the lack of a procedure for identifying the inequality that arises during the online learning process, the Provus model's discrepancy domain is derived from one facet of the product component. The Rwa Bhineda concept serves as the foundation for the unification of functions among the assessment components, ensuring a balance of functions to identify dominating characteristics in the Provus and Alkin models that trigger the quality of online learning implementation.

The concept of Rwa Bhineda is a form of Balinese Hindu local wisdom that emphasizes the importance of accepting and understanding the existence of duality or difference as part of the harmony of life. This philosophy states that everything in this world has pairs of opposites, such as good and evil, light and dark, male and female, and joy and sorrow. However, this difference is not seen as something that divides, but instead creates balance (Ruta et al., 2023). A similar view was expressed by Sunarya (2020), who explained that Balinese people view differences as complementary elements in realizing the harmony of life.

In the context of educational program evaluation, the Rwa Bhineda approach can be internalized to integrate two evaluation models that have different but complementary approaches, namely the Provus model and the Alkin model. The Provus model emphasizes a discrepancy evaluation model that focuses on comparing ideal and actual conditions as the basis for decision-making (Suyasa et al., 2024). Meanwhile, the Alkin model is more oriented towards the use of evaluation results and the value attached to evaluative information.

An average quality percentage of 87.27% was found in the first trial of the modified Provus and Alkin assessment model design, which was based on internalizing the Rwa Bhineda concept and using the Weighted Product approach. This demonstrates that, according to quality criteria referencing the eleventh scale, the Provus and Alkin evaluation model's updated design is rated as extremely good.

Rwa Bhineda, as one of the local wisdom values of Balinese Hindus, reflects the philosophical understanding that everything in this world exists in opposing yet complementary dualities, such as good-bad, light-dark, or positive-negative. This value teaches the importance of accepting differences and contradictions as part of the process towards balance and harmony in life. In the context of education and program evaluation, this concept can be internalized to form a more inclusive, reflective, and holistic framework. In developing an evaluation model that integrates Rwa Bhineda values, the difference between evaluative approaches, such as Provus' discrepancy-based model and Alkin's model that emphasizes use and values, is not seen as something that must be chosen one way or the other, but is positioned as two poles that can be synergized. The synergy between the two models is then modified to reflect the principle of balance, where the discrepancy analysis element of Provus and the usefulness of Alkin complement each other.

In developing an evaluation model that integrates Rwa Bhineda values, the differences between evaluative approaches - such as the discrepancy-based Provus model and Alkin's model that emphasizes use and values - are not seen as something that must be chosen one way or the other, but are positioned as two poles that can be synergized. The synergy between the two models is then modified to reflect the principle of balance, where the discrepancy analysis elements of Provus and the usefulness of Alkin complement each other.

To support objective and systematic decision-making in evaluation, a quantitative method in the form of Weighted Product (WP) is used. WP is a multi-criteria decision-making (MCDM) method that considers the weight of each evaluation aspect and multiplies the scores of each alternative based on the weight. The use of this method simplifies the assessment process because it provides quantitative results that can be compared directly.

In the initial trial of this modified evaluation model design—a combination of the Provus and Alkin approaches internalized with Rwa Bhineda values and calculated using the WP method—an average quality result of 87.27% was obtained. Based on the eleven-point scale of assessment, this result falls into the excellent category. This shows that the model developed is not only theoretically and philosophically strong, but also applicable and able to provide a comprehensive picture of program evaluation.

Thus, the application of this evaluation model reflects a new approach that emphasizes a balance between quantitative and qualitative aspects, between local values and global academic frameworks, and between objective analysis and reflective interpretation. This model is particularly relevant in the context of educational program evaluation and instrument development that seeks to be rooted in local culture while adhering to modern scientific standards.

The study's originality lies in its adaptation of two educational evaluation models, the Provus and Alkin models, using the Weighted Product method and the Rwa Bhineda concept to determine the Provus and Alkin models' key characteristics as indicators of a program's efficacy (in this case, online learning). By demonstrating the presence of a modified design for the Provus and Alkin Evaluation Models based on internalizing the Rwa Bhineda concept, the study's findings have theoretically been able to transcend the limitations of the research conducted and the Weighted Product approach by Yustikarini, Mursidin, Samal et al., Fatchurahman et al., and Hasan et al., and can be used to identify the dominant aspects as triggers for the effectiveness of a program under evaluation. Farhood et al. (2024) and Widana et al. (2023) point out the importance of local values in forming the basis of evaluation that is not only technical, but also reflective of meaning and social context. This view is in line with the Rwa Bhineda philosophy that views diversity and duality as part of harmony and balance. This concept teaches that the effectiveness of a program can not only be seen from the end result, but also from how the process reflects harmony between different components.

Furthermore, Hua Liu (2024) emphasizes the need for evaluation approaches that are adaptive to the complexity of programs. They highlight that a combination of qualitative and quantitative approaches is essential to understand the multiple dimensions of an intervention. In this context, modifications to evaluation models, such as the integration of the Provus and Alkin models, become relevant, especially when reinforced by local philosophies, such as Rwa Bhineda, that underpin the importance of balance between theory and practice. Caspari-Sadeghi (2023) also emphasizes that the process of modifying evaluation models should be participatory and meaning-based. A good evaluation not only measures, but also builds collective understanding between evaluators, implementers, and communities. This approach becomes stronger when complemented with analytical methods such as Weighted Product, as confirmed by Dong (2023), who pointed out that the method can objectively identify dominant aspects in the success or failure of a program.

In line with that, Ahmad et al. (2020) added that weighting methods such as WP are very helpful in filtering and determining the indicators that have the most influence on program success. This is especially useful when the program involves many aspects with different levels of importance. Potter et al. (2023) and Bearman et al. (2024) also support flexibility in evaluation design. They emphasize that no single model is suitable for all contexts, so evaluators need to consider dynamic

and contextual approaches. The evaluation model developed through the Rwa Bhineda and WP approaches reflects an attempt to bridge between local values and a rational and structured scientific approach.

Overall, the experts reviewed share the view that evaluation models need to be modified to align with the socio-cultural context in which the program is implemented. An approach based on the internalization of local values such as Rwa Bhineda, combined with analytical methods based on Weighted Product, is a form of integration between the philosophical and technical dimensions of evaluation.

The limitation of this research is that it has not been widely applied regarding the use of the results of the modification of the Provus and Alkin evaluation models. This is because this model is a new invention and is still limited to initial trials. Furthermore, it has not yet been developed into an evaluation application ready for mass implementation across all schools.

Conclusion

Overall, the Alkin and Provus evaluation model's improved design, which makes use of the Weighted Product approach and the Rwa Bhineda concept, is rated as having excellent quality. This is in line with the average quality percentage of 87.27%, which is already in the 85–94 range, indicating an excellent category when examined from the quality standards using the eleventh scale.

The Weighted Product approach and the internalization of the Rwa Bhineda notion form the basis of the improved design of the Alkin and Provus evaluation model. In order to address the inadequacies of each assessment component, the functions of the Provus and Alkin components are unified using the Rwa Bhineda idea. The weighted product method's formula serves as the foundation for figuring out the key elements that contribute to a program's effectiveness. Future work to address the challenges of this research involves the widespread application of the modified results from the Provus and Alkin evaluation models and their implementation in the form of evaluation applications. The study's contribution to the field of educational evaluation is to raise awareness among educators and observers of education regarding the existence of a model for educational evaluation that can be adjusted using the decision support system technique and the idea of local wisdom.

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