

## EVALUATION OF THE IMPLEMENTATION OF THE INDEPENDENT CURRICULUM PROGRAM AT SMAS AL HUSNA TIGARAKSA

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### ABSTRACT

The Merdeka Curriculum is an education policy introduced in an effort to increase flexibility and creativity in the learning process. This study aims to evaluate the implementation of the Independent Curriculum Policy Program at Al Husna Tigaraksa Senior High School (SMAS) using the Context, Input, Process, Product (CIPP) Model. This research covers four dimensions of evaluation, namely context, input, process, and product, in order to provide a comprehensive picture of the impact and effectiveness of the independent curriculum policy at this school. The research method used both qualitative and quantitative approaches, including interviews with school officials, analysis of policy documents, classroom observations, and surveys of teachers, students, and parents. Evaluation instruments were developed based on the CIPP Model to measure the perception, academic achievement, and impact of the independent curriculum implementation. The evaluation results will provide in-depth insight into the understanding and implementation of the independent curriculum policy at SMAS Al Husna Tigaraksa. From the results of this study, the researchers found that the implementation of the independent curriculum at SMAS Al Husna is going well, the researchers checked the curriculum documents with the situation and the implementation of learning activities is appropriate, but there are still deeper adjustments in several aspects of the needs of students.

**Keywords:** implementation evaluation; independent curriculum; CIPP model

### Introduction

Education is an activity that is carried out and always planned, preferably ending with evaluation activities (Laksono & Izzulka, 2022). This evaluation aims to reflect on each program that has been passed and implemented whether it is in accordance with the planning or not as expected. Evaluation also has the aim of knowing the strengths and weaknesses of the program that has been implemented so that in the future it can minimize errors and maximize the components so that the program can run well. The evaluation will measure the achievement of the success of a program that will determine whether the program needs to be developed, repeated, or even if the program is not running effectively, it will be stopped.

Curriculum change is a necessity and adjusts to the development and needs of the times, not only adjusting to the needs of the current situation but also anticipating the development of the needs of user groups. Explained by (Cholily, 2008) That message from Ali Bin Abi Talib is "Educate your child according to his age". The message spoken has a straightforward meaning which interprets that in the Curriculum Education program at school, of course, it must be able to prepare students to be able to live life in the future. a pleasant and dynamic learning atmosphere should continue to be developed following the times of renewal which must always be pursued.

The condition of education in Indonesia is getting worse with the outbreak of the COVID-19 pandemic. As revealed by Makarim (2022) Research results from the Ministry of Education, Culture and Research show that the impact of the covid 19 pandemic has caused significant gaps and learning losses (Makarim, 2022). Education organizers must move quickly to prepare the next generation of the nation's future to adapt to the times, through curriculum policies. A quality education of course starts from a well-planned and precise curriculum so that the curriculum has an important role in the success of education (Nurindah, et al., 2022). Education policy will focus on the use of a nationally enforced curriculum, namely the independent curriculum.

When looking at the history of the previous curriculum, the education curriculum that has been implemented in Indonesia has been in place since 1947 and has continuously changed according to the times and is now the Merdeka learning curriculum. The presence of this new curriculum is very relevant to the demands of 21st-century skills education, which requires the importance of literacy and numerization skills and 4C competencies (Critical thinking and problem solving, creative thinking communication, and collaboration), which are competencies that must be mastered by students, especially in today's digital era.

According to the Ministry of Education and Culture (2002) cited by Azka (2022), it reveals that based on an analysis of the last 20 years since the emergence of the 2000 curriculum (KBK), 2006 Curriculum (KTSP), 2013 curriculum (K13). There are several advantages of the independent curriculum, among others: Simpler and deeper, More independent or free in choosing subjects of interest, More relevant and interactive (Maulana, Ubaedillah, & Rizqi, 2022).

Evaluation is an important part of the education curriculum with evaluation we get an overview of the strengths and weaknesses of the curriculum developed in schools. The success of an educational process is determined by a curriculum in which all components are well-planned. Therefore, schools or educational institutions are obliged to mobilize all the potential, assets, and resources they have to enter it. According to the explanation of Suafi and Hambali (2019) which explains that curriculum development is not only strong in the theoretical field but must also be reflected in the practical field (Akhmad & Hambali, 2019).

It is dynamic and changes from time to time according to the changing times and dynamic communities. Curriculum development is a must to improve the development and growth of learners. Therefore, several curriculum components which include structure, objectives, content, methods, and evaluation in the curriculum itself must be developed in the learning process to achieve educational goals.

Evaluation of the implementation of the independent curriculum in the school environment is very important to analyze the objectives of the benefits of the impact of

success and obstacles and strategic an effort that must be made to overcome the obstacles arising from the implementation of the current independent curriculum. The evaluation model used in this study is the CIPP model evaluation which evaluates the curriculum from the aspects of context, input (input), process, and product (results) through this CIPP model evaluation, it is hoped that it can help to gather information about the effectiveness of the implementation of the Merdeka curriculum at Al Husna Tigaraksa High School.

The curriculum serves as a roadmap for implementing education to achieve its goals. In order for the curriculum to also take the form of various disciplines, it also provides experiences for students to use in practicing Education. The Education curriculum is not created and set by the local population. Where the Indonesian National qualifications framework and national standards of Education should be used as the main guidelines for curriculum design and creation. The purpose of using these standards and guidelines is to ensure consistency in curriculum production and implementation. It is possible to utilize curriculum creation by knowing the standards to help guide and avoid activities that deviate from what has been written.

It also serves as a set of rules to be followed to correct inappropriate curriculum implementation and to create experiences and advance student learning. Many assessment models are used in evaluation science when evaluating learning programs. The assessment program should be carried out on all parts of learning, i.e. the contextual angle, including the process and the product or learning outcome. The evaluation model is clearly not just an evaluation based on the grades students achieve in the learning process. The CIPP assessment model is one of the models created by experts that can be used to evaluate curriculum programs in which the context dimension, input dimension, process dimension, and product dimension are the 4 dimensions examined by the CIPP model. This methodology is distinctive in that it links each form of assessment to an instrument for making decisions about the design and administration of a program. The CIPP approach has the benefit of offering a format for assessing extension workers at each stage of the evaluation. The decision-oriented CIPP model was used in this evaluation exercise to assist stakeholders in making informed choices. After collecting analyzing, and interpreting data and data and making choices based on those interferences, the most important step in conducting an assessment is to identify the elements that influence the conclusions.

The problem with implementing the independent curriculum program in general in high schools is that the Merdeka curriculum only focuses on material of interest to students and the development of student competencies according to their phase. Until now, there are still many schools that are not ready to implement the Merdeka curriculum because they do not have sufficient knowledge regarding their own curriculum program, the first second is the lack of infrastructure, and the third is the large number of senior teachers who have difficulty in technology to find references and training online and independently about the Merdeka curriculum itself.

Based on the results of preliminary research conducted on September 18, 2023. With Mr. Idris Suryana, M.M. as the deputy principal of the curriculum, he believes that the Merdeka curriculum has been implemented at Al Husna Tigaraksa High School in the odd semester of the 2022-2023 school year. Only for the implementation of their curriculum program is still not well implemented. This is due to the lack of socialization or training for

teachers about the Merdeka curriculum. Their curriculum training was only attended by a few new representatives.

This study aims to evaluate the readiness of SMA Al Husna Tigaraksa in implementing the Merdeka Curriculum, identify alternative strategies or approaches that can be used in the process, and understand how the Merdeka Curriculum program is implemented in the school. In addition, this study also aims to assess the achievements that have been achieved by schools during one semester of implementing the Merdeka Curriculum program.

This research is expected to provide benefits both theoretically and practically. Theoretically, this research can provide information regarding the implementation of the Merdeka Curriculum program at Al Husna Tigaraksa High School and generate data from the evaluated components, which is useful for curriculum developers to make more effective curriculum development. Practically, for schools, the results of this study can be a reference for implementing the Merdeka Curriculum program in a sustainable manner, as well as a reference and information for related parties to improve student achievement. For students, this research can train their readiness to learn independently, apply critical thinking through project-based learning, and create an adaptive generation that is able to face changing times with a passion for learning to achieve the desired goals and apply them in life.

### Research Method

This research uses a descriptive qualitative approach, namely research that provides a description of factual and systematic situations and events regarding factors, as well as the relationship between phenomena that are owned to find out the basics (Lexy J.: 2021). This research presents descriptive data in the form of written or oral data and informants and behavior to be observed, because researchers aim to provide a complete and in-depth view of the subject under study.

The qualitative approach combined with CIPP is the right way according to the researcher to reveal and interpret various interrelated activities in the implementation of the independent curriculum at SMAS Al Husna Tigaraksa, which is closely related to efforts to analyze: a) what is the context of the strategy for implementing the independent curriculum at SMAS Al Husna Tigaraksa, b) what are the inputs that cause supporting and inhibiting factors for implementing the independent curriculum at SMAS Al Husna Tigaraksa, 3) how is the process of implementing the independent curriculum at SMAS Al Husna Tigaraksa, 4) what are the results of implementing the independent curriculum at SMAS Al Husna Tigaraksa.

Meanwhile, the sample is part of the population. Arikunto (2019) states that the sample is a part or representative of the population to be studied. Sampling in this study used a total sampling technique so that it involved the Principal and Deputy Principal Bid. Curriculum, Deputy Principal Bid. Student Affairs, subject teachers who taught in class X, and all active students in class X.

## Result and Discussion

### Aspel Context

According to the Regulation of the Minister of Education, Culture, Research and Technology of the Republic of Indonesia No. 12 of 2024, concerning curriculum in early childhood education, primary education, and secondary education.

The scope of the independent curriculum is:

a. Basic curriculum framework

The basic framework of the curriculum is a plan of the main foundation in the development of curriculum structures, such as: having goals, principles, learning characteristics, and philosophical foundations.

b. Curriculum structure.

The curriculum structure is an organization of competencies, learning content, and learning load. The competencies in question are the unity of attitudes, skills, and knowledge that show the ability of students as a result of the learning process and also have a learning load as the allocation of learning time for the achievement of student competencies.

During observations and interviews, researchers obtained results where the context aspect was in accordance with the Ministry of Education's rules, where the independent curriculum was designed with principles:

1. centered on developing learners' character
2. flexible learning
3. educational content focuses on what learners need
4. carrying out assessment at the beginning, process, and end of learning

With which the objectives and principles of learning characters are in accordance with what is in the school documents.

### Input Aspect

The education unit develops an education unit curriculum that at least contains the education unit characteristics, vision, mission, and objectives of the education unit, learning organization, and learning planning. The development of the education unit curriculum is carried out with the principle of diversification in accordance with the education unit, regional potential, and students. It is determined by the head of the education unit.

When this Ministerial Regulation comes into force, the Regulation of the Minister of Education, Culture, Research and Technology of the Republic of Indonesia No. 12 of 2024, concerning curriculum in early childhood education, primary education and secondary education: Education Units in early childhood education, primary education, and secondary education that have not implemented the Merdeka Curriculum can implement the 2013 Curriculum until the 2025/2026 school year and start implementing the Merdeka Curriculum no later than the 2026/2027 school year; and Education Units in early childhood education, primary education, and secondary education in disadvantaged, frontier, and outermost areas that have not implemented the Merdeka Curriculum can implement the 2013 Curriculum until the 2026/2027 school year and start implementing the Merdeka Curriculum no later than the 2027/2028 school year. Researchers found data during the interview that SMAS AL Husna

has registered an independent learning curriculum for the 2023/2024 school year, as evidenced by successfully registered documents, making the composition of the school's vision, mission, and goals in the curriculum document change or adjust to school conditions and regulations. Also registering the activities of the driver teacher, only for now it is still in the training stage guided by the nearest driver school.

### Process Aspect

The curriculum structure of senior high school, madrasah aliyah, or other equivalent forms is as follows:

Based on (kepmendikbud ristek, 2022) about SMA / MA Curriculum Structure The SMA curriculum structure consists of 2 (two) phases, namely: (a) phase E for grade X; and (b) phase F for grades XI and grade XII. The curriculum structure for SMA/MA is divided into 2 (two), namely: (a) intracurricular learning; and (b) the project of strengthening the profile of Pancasila students is allocated around 30% (thirty percent) of the total JP per year. The implementation of the Pancasila student profile strengthening project is carried out flexibly, both in terms of content and implementation time. In terms of content, the profile project must refer to the achievement of the Pancasila learner profile according to the phase of the learners and does not have to be associated with the learning outcomes of the subjects. In terms of implementation time management, projects can be implemented by adding up the allocation of project lesson hours from all subjects and the total implementation time of each project does not have to be the same.

Natural Science and Social Science subjects in grade X SMA/MA are not separated into more specific subjects. However, education units can determine how the subject content is organized. The organization of Natural Science and Social Science learning can be done through several approaches as follows: (a) teaching the content of Natural Science or Social Science in an integrated manner; (b) teaching the content of Natural Science or Social Science alternately in separate time blocks; or (c) teaching the content of Natural Science or Social Science in parallel, with separate JPs as different subjects, followed by inquiry learning units that integrate the content of the Natural Science or Social Science subjects (Kepmendikbud Ristek, 2022).

#### a. Curriculum structure

In the 2023/2024 academic year, SMAS Al Husna Tigaraksa uses 2 curriculum structures, namely: the Merdeka curriculum with the Independent option to change and the 2013 curriculum. This is because in the 2023/2024 academic year for the first time the Merdeka curriculum. So in the previous academic year, SMAS Al Husna Tigaraksa students received education using the 2013 curriculum. So that the learning process can continue, SMAS Al Husna Tigaraksa determines the curriculum implementation policy for the 2023/2024 academic year, namely:

- 1) Class X - independent curriculum (independent charge)
- 2) Class XI & XII - 2013 Curriculum

The extracurricular structure in the implementation of the curriculum at SMAS Al Husna Tigaraksa is as follows:

#### b. Intra curricular

The extracurricular structure in the implementation of the curriculum at SMAS Al Husna Tigaraksa is as follows:

1) Independent curriculum and 2013 curriculum

SMAS Al Husna Tigaraksa applies all the principles of the independent curriculum in implementing learning and assessment. The structure of the Merdeka curriculum consists of two phases, namely; phase E for grade X (Ten), and Phase F for grades XI (eleven) and XII (twelve).

In this case, SMAS Al Husna Tigaraksa implements the phase E Merdeka curriculum by implementing 70% intracurricular learning and the Project for strengthening the Pancasila student profile with an allocation of 30% of the total learning hours per year.

**Table 1**  
**Learning time allocation**

<b>Subjects.</b>	<b>Extracurricular Allocation Per Year (Week)</b>	<b>Project Allocation for Strengthening the Profile of Pancasila Students Per Year</b>	<b>Total JP per year</b>
Islamic Religious Education and Ethics*	27 (2)	36	108
Pancasila Education	54 (2)**	18	72
Indonesian Language	108 (3)	36	144
Mathematics	108 (3)	36	144
Natural Sciences: Physics, Chemistry, Biology	216 (6)	108	324
English	54 (2) **	18	72
Physical Education Sports and Health	27 (2)	36	108
Informatics	27 (2)	36	108
Arts and Crafts***: 1. Music Arts 2. Fine Arts 3. Theater Arts 4. Dance Art	54 (2) **	18	72
Local Content	72 (2) ****		72****
<b>Total*****:</b>	<b>1.098 (32)</b>	<b>486</b>	<b>1.584</b>

**Table 2**  
**Class XI and XII Subject Allocation Curriculum 2013**

Subjects	Time Allocation	
	XI	XII
Group A (general)		
1 Religious and ethical education	3	3
2 Pancasila and Civic Education	2	2
3 Indonesian language	4	4
4 Mathematics	4	4
5 Indonesian history	2	2
6 English	2	2
Group B (general)		
7 Physical education, sports, and health	3	3
8 Cultural arts	2	2
9 Workshop and entrepreneurship	2	2
10 Local content		
11 Arabic language	2	2
12 Read and write the Qur'an	2	2
Group C (specialization)		
13 Science Math	4	4
14 Chemistry	4	4
15 Physics	4	4
16 Biology	4	4
Number of hours of Group A, B, and C lessons per week	44	44

### **Kokulikulier**

The co-curricular activity referred to in the independent curriculum is the Pancasila learning profile strengthening project. This is contained in the decision of the Ministry of Education and Culture and Research number 262 / M / 2022 concerning changes to the decision of the Minister of Education and Culture and Research and Research number 56 / M / 2022 concerning guidelines for implementing the curriculum in the context of learning recovery. The project to strengthen the Pancasila learner profile is carried out flexibly, both in content and implementation time.

SMAS Al Husna Tigaraksa provides flexibility to students to develop interests and talents outside of intracurricular and co-curricular activities, namely through extracurricular activities. Extracurricular activities are organized with reference to the potential of the school environment, facilities owned by the school, supervisors, and the interests and talents of students. Extracurricular activities are carried out outside of regular hours every appointed coach receives a decision letter from the school principal.

### **Outcome Aspects**

Based on the findings of researchers in observations and interviews, the achievement of learning objectives at SMAS AL Husna is very good with the memorization of the Al Quran at the time before the knowledge assessment is carried out, and the fulfillment of learning needs is quite good, followed by the implementation of the project to strengthen the profile of



Pancasila students (P5) by looking at documents and interviews has been well implemented, as evidenced by photos of activities.

### Conclusion

This study aims to evaluate the implementation of the Merdeka Curriculum program at SMAS Al Husna Tigaraksa using the CIPP (Context, Input, Process, Product) evaluation model. The evaluation results show that the Merdeka Curriculum program has been designed by considering the needs of students and the demands of modern education, although it still needs adjustments to better suit the local needs and aspirations of the local community. Human resources, including teachers and support personnel, are adequate, but training and professional development for teachers need to be improved. Facilities and infrastructure are mostly supportive but still need improvement and additional facilities. Program implementation is going quite well, with the active involvement of teachers and students increasing motivation and participation. However, more structured monitoring and evaluation are needed to ensure the process goes according to plan. Student learning outcomes show significant improvements in some aspects of core competencies, such as critical thinking skills and creativity, although these improvements have not been evenly distributed across all subjects.

### Acknowledgments

Based on the results of the above research, there are several suggestions that can be conveyed to teachers to be more creative and innovative in providing classroom learning in the Merdeka curriculum. For suggestions for schools, make more efforts to have adequate infrastructure and also provide special training to improve the competencies needed by teachers in implementing learning so that there are no teachers who are left behind because they feel they have never participated in training or introduction-related to the Merdeka curriculum.

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