

Evaluating the Implementation of Kurikulum Merdeka Using the CIPP Model in Junior High Schools of Sekolah Penggerak, Nias Regency

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Abstrak

Penelitian ini bertujuan untuk mengetahui hasil dari evaluasi Context, Input, Process and Product (CIPP) pada Evaluasi Implementasi Kurikulum Merdeka di SMP Program Sekolah Penggerak di Kabupaten Nias. Penelitian ini termasuk penelitian evaluasi dengan menggunakan pendekatan deskriptif kualitatif. Subjek penelitian ini terdiri dari kepala sekolah, wakil kepala sekolah, kepala tata usaha, guru, dan peserta didik SMP Program Sekolah Penggerak di Kabupaten Nias, yakni, 4 kepala sekolah, 4 wakil kepala sekolah, 4 KTU, 42 guru dan 64 peserta didik. Instrumen dalam penelitian ini adalah angket dan dokumentasi. Data kuantitatif dianalisis menggunakan skor rata-rata, sementara data kualitatif melalui penyajian data dan penarikan kesimpulan atau verifikasi. Hasil penelitian ini berimplikasi memberikan gambaran tentang kualitas pelaksanaan Kurikulum Merdeka dan keberlanjutan program pembenahannya. Hasil penelitian menunjukkan bahwa Evaluasi Implementasi Kurikulum Merdeka di SMP Program Sekolah Penggerak di Kabupaten Nias, hasilnya pada kategori sangat baik. Masing-masing aspek evaluasi terdiri dari: kinerja yang sangat baik dalam mendukung proses Pendidikan, SMP Program Sekolah Penggerak di Kabupaten Nias telah memenuhi berbagai indikator dengan sangat baik, proses pembelajaran di SMP Program Sekolah Penggerak di Kabupaten Nias berjalan dengan sangat baik, dan efektivitas proses pembelajaran di sekolah yang telah mampu mengoptimalkan potensi peserta didik dan mencapai target pendidikan yang diinginkan. Kata Kunci: Evaluasi; Implementasi Kurikulum Merdeka; Model CIPP; Sekolah Penggerak

Abstract

This study aims to determine the results of the Context, Input, Process and Product (CIPP) evaluation on the Evaluation of the Implementation of the Independent Curriculum in the Junior High School Mover Program in Nias Regency. This study includes evaluation research using a qualitative descriptive approach. The subjects of this study consisted of principals, vice principals, heads of administration, teachers, and students of the Junior High School Mover Program in Nias Regency, namely, 4 principals, 4 vice principals, 4 KTU, 42 teachers and 64 students. The instruments in this study were questionnaires and documentation. Quantitative data were analyzed using average scores, while qualitative data were analyzed through data presentation and drawing conclusions or verification. The results of this study have implications for providing an overview of the quality of the implementation of the Independent Curriculum and the desire for its improvement program. The results of the study show that the Evaluation of the Implementation of the Independent Curriculum at the Middle School of the School Mover Program in Nias Regency, the results are in the very good category. Each aspect of the evaluation consists of: very good performance in supporting the Education process, the Middle School of the School Mover Program in Nias Regency has met various indicators very well, and the effectiveness of the learning process in schools that have been able to optimize the potential of students and achieve the desired educational targets.

Keywords: Evaluation; Implementation; Kurikulum Merdeka; CIPP Model; Sekolah Penggerak

I. INTRODUCTION

The curriculum is the core of education. The curriculum is defined as a collection of educational programs designed and implemented to achieve educational goals. The components of the curriculum are interrelated and supportive. The development of national education depends on Pancasila and the 1945 Constitution, taking into account the needs and developmental stages of students. The curriculum must continue to be adjusted to the potential of educational units to continue to improve the quality of education in Indonesia (Olivia et al., 2024; Hattarina & Agustin, 2024).

The Independent Curriculum was launched in 2021. In the first two years of implementing this independent curriculum, many complex changes occurred in the implementation of learning and the preparation of learning tools (Maharani & Safitri, 2024). The independent curriculum began with the Ministry of Education, Culture, Research and Technology simplifying the curriculum in special conditions (emergency curriculum) to mitigate learning loss during the pandemic (Turmuzi et al., 2022; Pusporini et al., 2023; Krisma, Muqtada, & Khasanah, 2024). The results, from 31.5% of schools using the emergency curriculum, showed that the use of the emergency curriculum could reduce the impact of the pandemic by 73% (literacy) and 86% (numeracy). In learning recovery, schools are given the freedom to determine the curriculum to be chosen: namely the full 2013 curriculum, the emergency curriculum, and the independent curriculum (Aprilia et al.,

2024). The government launched the independent curriculum with the aim of producing superior human resources based on the Pancasila student profile. The expected qualities are literacy, competence and character. Significant changes between curriculum 13 and the independent curriculum pose challenges and difficulties for educators, not only changes in terms of learning but also in terms of learning tools, there are very significant changes (Haryono & Florentinus, 2018; Ghassani et al., 2023). In the independent curriculum, there is a project to strengthen the profile of Pancasila students which of course reduces theoretical learning hours and requires cooperation from various parties in the school (Saesaputri et al., 2024; Abidah, Jamaludin, & Sutirna, 2025). The structure of the Independent curriculum consists of intracurricular, extracurricular activities, and the Pancasila Student Profile Strengthening project (Maryati et al., 2023; Jamiah et al., 2024). Each subject time allocation for two learning activities, namely intracurricular and co-curricular. The implementation of the independent curriculum is based on several legal bases in the form of Permendikbudristek number 5 of 2022, Permendikbudristek number 7 of 2022, Permendikbudristek number 56 of 2022, as well as the Decree of the Head of BSKAP No. 008/H/KR/2022 of 2022 and Decree of the Head of BSKAP No. 009/H/KR/2022 of 2022.

After the curriculum is implemented, an evaluation of the effectiveness of the implementation of the appropriate curriculum is needed. shows that the development of curriculum improvements will be considered effective if the results

meet the requirements and needs, are relevant, flexible, consistent, practical, and effective (Santosa, 2025). Some of the problems faced in the implementation of the independent curriculum include: the use of digital platforms (PMM) which is still low due to lack of competence, lack of interest, reluctance to learn new technologies and limited internet access (Mukhdlor & Syahri, 2024). Differentiated learning practices as the essence of implementing the independent curriculum show that 33.30% of teachers have implemented process differentiation strategies, for content differentiation 28.6%, and for product differentiation 24.02%. This concludes that teachers are more likely to use process differentiation learning strategies where the percentage is still small (Wiryatmo et al., 2023; Putri, Sujadi, & Fitriana, 2024). Teachers still cannot implement the independent curriculum optimally because they still do not understand the development of the curriculum, changes in learning tools, minimal use of technology, difficulties in conducting assessments, minimal training in the independent curriculum, teachers also have difficulty in compiling learning tools (Nengsih, 2025). The implementation of the independent learning curriculum shows that there are still several problems, namely: (1) limited competence possessed by teachers in relation to the independent curriculum, (2) the implementation of learning differentiation has not been maximized, (3) the application of IT use has not been comprehensive in various activities at school, especially in learning activities (Nurhasanah et al., 2022). The implementation of the independent

curriculum for junior high schools in Gunungsitoli District, which has begun to be implemented in the 2022/2023 academic year, where teachers and students do not yet have an understanding and readiness regarding the independent curriculum implementation system in the learning process, is still influenced by the learning system in the 2013 curriculum, causing teachers and students to be overwhelmed in preparing and adapting themselves so that they can carry out learning activities properly (Ariyanti & Hazin, 2024).

This study evaluates the independent curriculum in junior high schools in Nias Regency using the CIPP model in 4 schools. The purpose of this study is to provide an overview of the evaluation results of the implementation of the independent curriculum in junior high schools in Nias Regency (Aziz et al., 2018). The evaluation results will be linked to the four main components of the CIPP evaluation model, namely context evaluation, input evaluation, process evaluation and finally product evaluation. By using the CIPP model, the evaluation results will be able to provide a comprehensive picture by considering the various components that play an important role in the implementation of the independent curriculum in junior high schools in Nias Regency (Syahrir et al., 2021). The results of the independent curriculum evaluation will also help schools improve the quality of education and be a source of reference for researchers who are interested in studying the theme of curriculum evaluation (FADLI et al., 2024). In addition, the CIPP model is the right evaluation model to use in this evaluation research (Kurniati &

Kusumawati, 2023). By using the CIPP model, the implementation of the independent curriculum can be evaluated comprehensively and provide appropriate recommendations based on the evaluation results (Sadieda, Wahyudi, Dwi Kirana, Kamaliyyah, & Arsyavina, 2022).

II. METHOD

This study is an evaluation study with a qualitative descriptive approach. Data collection techniques used are questionnaires, interviews, participant observation and documents (Anti et al., 2024). Primary data in this study are the results of questionnaires and interviews with informants about the implementation of the independent curriculum and secondary data are documents, observations, documentation and support from relevant research. Data sources are the results of questionnaires and interviews, document results, participant observation results or researcher field notes (Umam & Saripah, 2018). Informants are determined using the purposive method, namely the selection of informants is adjusted to the

relevance in curriculum implementation. The data analysis technique used is the Miles, Huberman & Saldana data analysis technique (Hasudungan et al., 2024), namely data condensation, data display and verification. The research design used is the CIPP model evaluation research design by evaluating four evaluation components, namely context, input, process and product. Context evaluation identifies factors related to the background of the implementation of the independent curriculum. Input evaluation determines the use of supporting factors for curriculum implementation (Irfan, 2025). Process evaluation explores all processes that occur in curriculum implementation by collecting various data and information (Setyawan, 2023). Product evaluation explores the results of curriculum implementation with various information (Sari et al., 2023). This evaluation assesses the achievement of curriculum objectives and analyzes the results and quality of the implementation of the independent curriculum (Gifari & Arifin, 2024).

Table 1.
CIPP Model Evaluation Indicators

Evaluation Aspects	Context	Input	Process	Product	Source
Indicator	Curriculum, Learning Achievements (Vision & Mission Semester Learning Plan)	Infrastructure and facilities (Learning Management System Hardware) Learning media (Asynchronous Synchronous)	Learning assessment (Suitability of the assessment model Justice Transparency Feedback Material (Quality of content)	Learning outcomes (Performance Index) Effectiveness (Satisfaction, Lecturer's difficulties, Student difficulties)	(Setiawan et al., 2021)

Evaluation Aspects	Context	Input	Process	Product	Source
Indicator	Confidence, learning environment/culture, teacher knowledge of curriculum	Skills in using IT in learning	Activity learning using IT	Mastery of Material	(As-salam et al., 2020)
Indicator	Program background, program objectives, guidelines/procedures, institutional collaboration, population	Teacher qualifications, school infrastructure	Learning planning, implementation, evaluation, financing program, monitoring Principal	Test results, impact curriculum implementation	(Suri et al., 2024)
Indicator	media and learning tools, the need for implementation of learning systems, and the environment implementation of the learning system	availability of facilities learning, media use, as well the quality of the material delivered in class	system implementation learning, teacher activities, utilization of facilities, obstacles and constraints in learning	system implementation learning, teacher activities, utilization of facilities, obstacles and constraints	(Hutapea, 2022)
Indicator	Completeness of Curriculum Documents (KOSP, Module P5, ARKAS, KS Work Program), documents learning assistance	Facility learning, KS/GTK Leadership. GTK background, services, GTK, parent support	Implementation planning, evaluation differentiated learning, activities Learning Community, Utilization of PMM	Results summative, Progress report education, results Activity KS reflection	Researcher

III. RESULT AND DISCUSSION

Context evaluation is a description to identify and assess the program environment, unfulfilled needs, characteristics of individual subjects and the preparation of a program (Sumarsih et al., 2022a). Context evaluation in this study

concerns the completeness of documents including the Operational Curriculum of the Junior High School Education Unit (KOSP) for the School Mover Program in Nias Regency. The results of the study on the context component are explained in the following Table 2.

Table 2.
Context Components

Indicator	Head school	Total	Mean	Category
KOSP Document	4	4	4	Very good
P5 Module	4	4	4	Very good
ARKAS/RKAS	4	4	4	Very good
KS Work Program	4	4	4	Very good

Indicator	Head school	Total	Mean	Category
Companion, evaluation and professional development	4	4	4	Very good
Context Components		4	4	Very good

From these results, it can be seen that the evaluation of the implementation of the Merdeka curriculum in the Junior High School Program for the School Mover in Nias Regency for the Context evaluation has gone very well. This shows that overall, the school has very good conditions and environment to achieve educational goals. All indicators evaluated show optimal performance, reflecting very good performance in supporting the

implementation process of the Merdeka curriculum (Sumarsih et al., 2022b).

Input evaluation determines the use of supporting factors for curriculum implementation. This input evaluation helps to determine existing resources, plans and strategies to achieve goals and how work procedures are achieved. The results of the input evaluation indicator research are explained in the following Table 3.

Table 3.
Input Components

Indicator	Principal/ Vice Principal	Teacher	Participant educate	KTU	Total	Mean	Category
Background behind Teacher	4	3.92	-	-	7.92	3.96	Very Good
Performance Layout Business	-	-	-	4	4	4	Very Good
Service administration	-	-	-	4	4	4	Very Good
Support parents of participants educate	-	-	3.10	-	3.08	3.08	Good
Means and Infrastructure	4	3.91	-	-	7.91	3.95	Very Good
Head Leadership School	4	3.92	-	-	7.90	3.95	Very good
Vice Principal Curriculum Leadership	4	3.90	-	-	7.92	3.95	Very good
Vice Principal for Student Affairs Leadership	4	3.84	-	-	7.84	3.92	Very good
			Component <i>Input</i>			3.85	Very Good

From these results, it can be seen that the evaluation of the implementation of the Merdeka curriculum at the SMP Program Sekolah Penggerak in Nias Regency for the Input evaluation has gone very well with a value of 3.85. The results of this analysis indicate that the SMP Program Sekolah Penggerak in Nias Regency has met various

indicators very well (Wedayanthi et al., 2024).

Process evaluation provides information for evaluators to carry out selected monitoring or supervision procedures that may be newly implemented, so that strong points can be utilized and weak ones can be eliminated (Mandari & Surya, 2024).

Process evaluation emphasizes three objectives, namely: first, detecting or predicting procedural design or its implementation during the implementation stage, second, providing information for programmed decisions, third, various records of procedures that have occurred. The results of the research for each component can be explained in the following Table 4.

Table 4.
Process Components

Indicator	Principal/Vice Principal	Teacher	Total	Mean	Category
Planning learning	4	3.91	7.91	3.95	Very good
Implementation Differentiated learning	4	3.90	7.90	3.95	Very good
Evaluation learning	3.83	3.8	7.63	3.81	Very good
Learning Community Activities	3.95	3.84		3.89	Very good
Utilization of PMM	3.90	3.90	3.90		Very Good
Component Process			3.90		Very Good

From these results, it can be seen that the evaluation of the implementation of the Merdeka curriculum in Junior High Schools with the School Mover Program in Nias Regency for the process evaluation has been going very well with a value of 3.90. This component covers the entire learning process, from planning to the use of PMM. This value shows that in general, the learning process at Junior High Schools with the School Mover Program in Nias Regency is going very well, with careful planning,

effective implementation and evaluation that needs further development that focuses on the use of evaluation results for better learning and the development of more diverse evaluation methods and in accordance with the needs of students (Hidayat et al., 2024).

Product evaluation in this study is one of the indicators of student learning achievement which is assessed from learning outcomes. The results of the study can be explained in the following Table 5.

Table 5.
Product Components

Indicator	Principal/Vice Principal	Teacher	Total	Mean	Category
Summative Results	4	3.70	7.7	3.85	Very good
Progress Report Education	3.90	3.70		3.80	Very good
Activity Results KS Reflection	3.80	4		3.90	Very good
Product Components				3.85	Very good

From these results, it can be seen that the evaluation of the implementation of the Merdeka curriculum at the Middle School Program for the School Mover in Nias Regency for product evaluation has gone very well with a value of 3.85 (Muliani, Yadnyawati, & Indiani, 2024).

IV. CONCLUSION

Based on the results of the research and the results of the data analysis that have been carried out, the conclusions of the Evaluation of the Implementation of the Independent Curriculum with the CIPP

Model (Context, Input, Process and Product) at the Middle School Program for Mover Schools in Nias Regency are as evaluation of the implementation of the Merdeka curriculum in Junior High Schools of the School Mover Program in Nias Regency for the Context evaluation has gone very well with a score of 4. This shows that overall, the school has conditions and an environment that are very good at achieving educational goals. All indicators evaluated show optimal performance, reflecting excellent performance in supporting the educational process.

Evaluation of the implementation of the Merdeka curriculum in Junior High Schools with the School Mover Program in Nias Regency for Input evaluation has gone very well with a score of 3.82. The results of this analysis indicate that Junior High Schools with the School Mover Program in Nias Regency have met various indicators very well. However, to improve overall quality, there are several areas that can still be improved, such as support from parents of students and leadership of the vice principal for student affairs. This can be a focus of attention for future development.

Evaluation of the implementation of the Merdeka curriculum in Junior High Schools with the School Mover Program in Nias Regency for the process evaluation has been going very well with a score of 3.88. This component covers the entire learning process, from planning to evaluation. This score shows that in general, the learning process at Junior High Schools with the School Mover Program in Nias Regency is going very well, with careful planning, effective implementation and evaluation that needs further development that

focuses on utilizing evaluation results for better learning and developing more diverse evaluation methods that are in accordance with the needs of students.

Evaluation of the implementation of the Merdeka curriculum in Junior High Schools with the School Mover Program in Nias Regency for product evaluation has gone very well with a score of 3.85. This reflects the effectiveness of the learning process in schools that have been able to optimize the potential of students and achieve the desired educational targets. Although the results have been very good, schools still need to maintain existing standards and continue to innovate to ensure that student learning outcomes continue to improve, especially in facing increasingly complex educational challenges in the future.

There are several suggestions that need to be conveyed in relation to the results of this study, including for schools, mentoring and training are carried out regarding the operational curriculum of educational units, especially the independence curriculum, so that it is in accordance with the government program to achieve good education in liberating teachers and students. Educational Personnel are expected to carry out their duties in accordance with the rules of the educational unit's operational curriculum program so that it is implemented in accordance with the school's expectations.

Teachers are expected to continue to follow training on the independent learning curriculum so that the application to students is more improved in learning, ways of thinking, and running in accordance with the character of the independent curriculum, so that educational goals can be

achieved. Students are expected to continue to communicate with their parents regarding their education so that they can continue to receive emotional and financial support.

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