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# EVALUATION OF THE MERDEKA CURRICULUM AT SMA NEGERI 1 TANJUNGPANDAN, BELITUNG REGENCY

Dian Sundari <sup>1\*</sup>, Slamet Lestari<sup>2</sup>

<sup>1,2,3</sup>Program Studi Manajemen Pendidikan, Universitas Negeri Yogyakarta, Indonesia

e-mail: \*[diansundari.2022@student.uny.ac.id](mailto:diansundari.2022@student.uny.ac.id)

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## Abstract

This research aimed to assess the application of the Emancipated Curriculum at State Senior High School 1 Tanjung Pandan, Belitung Regency, by utilizing the CIPP evaluation framework. The study adopted an evaluative method grounded in the CIPP model, emphasizing four principal elements: context, input, process, and product. Participants in the research included the school head, five educators, two learners, and one administrative officer. Data were obtained through semi-structured interviews, participatory observations, and document reviews, then examined qualitatively through the stages of data reduction, data display, and conclusion formulation. The results indicated that within the context dimension, support from diverse stakeholders was evident, yet resource preparedness posed difficulties. Concerning input, it was identified that teacher development required additional reinforcement. In relation to the process, student engagement and creativity showed progress, though more efficient instructional approaches were still essential. Regarding product, the Emancipated Curriculum generated positive effects on students' learning achievements, despite the need for further refinement in specific aspects. In general, the research concluded that the Emancipated Curriculum contributes beneficially but still requires enhancement in teacher training, resource allocation, and effective practice. The study proposed initiating continuous training initiatives, improving resource availability, and optimizing curriculum implementation efforts.

**Keywords:** Evaluation, Implementation, Emancipated Curriculum

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## 1. Introduction

Education in Indonesia serves as a fundamental pillar in advancing national progress and functions as a key driver in preparing a competent and competitive young generation. One essential

part of the national education system is the implementation of instructional programs at the high school (SMA) and vocational school (SMK) levels, since these institutions are central to developing students' skills and character. The effectiveness of Indonesia's education in producing qualified graduates is strongly connected to how well the school curriculum is implemented. When the curriculum is structured effectively and managed efficiently, students gain meaningful learning experiences that are both relevant and of high quality. Policy adjustments in this area have taken place, particularly through the adoption of the Merdeka Curriculum, designed to foster the Pancasila Student Profile as mandated in Article 5 of the Ministry of Education and Culture Regulation No. 22 of 2020. This curriculum aims to nurture Indonesian learners who reflect Pancasila values and who possess six major traits: devotion and piety, integrity, appreciation of cultural diversity, independence, collaboration, and the ability to think critically and creatively.

The Merdeka Belajar (Freedom to Learn) initiative also aspires to reestablish the integrity of national education by shifting from rigid teaching practices to more flexible and enjoyable approaches. One of its flagship implementations is the School Driving Program (Sekolah Penggerak), which envisions an education system that produces independent, innovative, and character-based citizens. By reinforcing the Pancasila Student Profile, this program intends to prepare learners for global challenges (Mulyadi & Mardiana, 2022, p. 401). Its design emphasizes the enhancement of student and teacher capacity as well as the upgrading of educational infrastructure. The goal is to transform schools into active agents of change, innovation hubs, and centers that deliver graduates of superior quality. Key elements include improving teaching quality, developing teachers through structured training, refining curriculum design, and upgrading school facilities. A critical priority is to strengthen teacher competence so they can support learning more effectively through appropriate training and institutional support.

In practice, implementation of the Merdeka Curriculum requires schools to design and adapt their own School-Based Curriculum, aligned with the framework and structure mandated by the Ministry (Permendikbudristek, 2024, p. 9). The approach promotes holistic learning by allowing learners to play an active role in choosing their pathways (Nurliana, Sukma, & Rajab, 2024, p. 121). Within this framework, the School Driving Program becomes a testing ground for curriculum innovation and serves as a model for broader educational transformation. In 2022, SMA Negeri 1 Tanjungpandan was designated as the first high school to pilot the School Driving Program in Belitung Regency. However, achieving optimal implementation requires systematic evaluation. Curriculum evaluation thus plays a central role in assessing outcomes, identifying strengths and limitations, and providing input for improvement and further development. Discrepancies between policies and practical application highlight the urgency of conducting evaluations at SMA Negeri 1 Tanjungpandan.

Scholars argue that multiple evaluation frameworks may be used to analyze program success, with the CIPP model frequently applied (Rurisman, 2023, p. 125). The CIPP (Context, Input, Process, Product) framework provides a structured and comprehensive method of examining curriculum implementation. It offers a complete overview by investigating the school's environment, available resources, instructional processes, and learning results. Through this model, the strengths, weaknesses, and improvement opportunities of the Merdeka Curriculum in SMA

Negeri 1 Tanjungpandan's School Driving Program can be systematically identified. Prior studies evaluating the 2023 implementation highlighted issues such as inadequate teacher readiness, insufficient facilities, limited supporting resources, and varying student engagement (Rurisman, 2023, p. 129). At the initial stage, many teachers struggled with preparing teaching modules and executing assessments effectively (Asrifan et al., 2023, p. 71). Evaluations also examined whether indicators of curriculum success met national standards defined by the Ministry of Education, Culture, Research, and Technology (Ekayana & Ratnaya, 2022, p. 369). Nevertheless, a comprehensive picture of how the Merdeka Curriculum functions in practice is still incomplete (Fadhli, 2022, p. 149).

The study titled "*Evaluation of the Merdeka Curriculum in the School Driving Program at SMA Negeri 1 Tanjungpandan, Belitung Regency*" aims to provide evidence on how the curriculum will be implemented. The Merdeka Curriculum emphasizes critical and creative thinking as well as moral and character formation. Yet, its application at SMA Negeri 1 Tanjungpandan has not reached full effectiveness, partly due to teachers' limited mastery of the curriculum and incomplete execution strategies. The findings suggest that successful and efficient implementation requires targeted measures, such as enhancing teacher competence, providing sufficient facilities, and ensuring adequate resources. A rigorous evaluation is therefore necessary to measure both efficiency and effectiveness, with the CIPP model offering an appropriate approach.

Using the CIPP framework is particularly relevant as it identifies both achievements and deficiencies, guides future improvements, and adapts evaluation to each school's specific context. By reviewing context, input, process, and product, a clearer understanding of implementation can be achieved. In SMA Negeri 1 Tanjungpandan, challenges observed include:

1. Variability in teaching practices, where inconsistency in instructional methods influences student achievement.
2. Insufficient infrastructure and materials, where facility shortages limit curriculum delivery despite policy support.
3. Constraints in teacher creativity, as innovative and engaging approaches remain underdeveloped.
4. Limited internalization of curriculum values, where alignment between expected values and student behavior is not fully evident.

These obstacles demonstrate why applying the CIPP model is essential to review curriculum outcomes and make necessary adjustments. Accordingly, the proposed study entitled "*Evaluation of the Merdeka Curriculum at SMA Negeri 1 Tanjungpandan, Belitung Regency*" seeks to carry out a comprehensive analysis of curriculum practice, highlight both strengths and shortcomings, and recommend strategies to improve the overall implementation and impact of the Merdeka Curriculum in the school.

## 2. Method

This research constitutes an evaluative study utilizing the CIPP framework to examine the Merdeka Curriculum at SMA Negeri 1 Tanjungpandan, Belitung Regency. Within this framework, a program is understood as an integrated system that can be assessed thoroughly through four dimensions: context, input, process, and product (Aristya et al., 2023). The central aim of this investigation is to determine the level of effectiveness, achievement, and influence of the Merdeka Curriculum implementation, thereby generating findings that are credible, objective, and verifiable. The inquiry was carried out over three months at SMA Negeri 1 Tanjungpandan. The participants of the study encompassed the school leader, vice-principal of curriculum, vice-principal of student affairs, teachers, administrative personnel, and learners. The information gathered consisted of primary sources obtained via surveys, interviews, and observations, along with secondary sources derived from official documents and relevant literature (Amiruddin & Setialaksana, 2023).

The collected data were examined in a structured manner to provide constructive recommendations for refining the program. Data-gathering procedures comprised formal interviews, field observations, and document reviews, each directed at critical elements including curricular goals, human resource capacity, instructional execution, and student achievement. The analysis adhered to established standards to maintain the validity, thoroughness, and precision of the evaluation results.

### **3. Discussion Of The Findings**

#### **3.1 Results**

The findings of this research show that the application of the Merdeka Curriculum at SMA Negeri 1 Tanjungpandan, Belitung Regency, has produced beneficial outcomes, though several obstacles remain unresolved. Using the CIPP framework, the evaluation emphasized four dimensions: context, input, process, and product. For the context element, strong backing was identified from stakeholders such as government authorities, local communities, and the school itself. This illustrates that the Merdeka Curriculum is considered a strategic initiative to raise educational standards. Nonetheless, readiness of human resources and adequacy of facilities still present major difficulties in the overall implementation. Looking at the input dimension, the study observed that professional training for teachers has yet to reach maximum effectiveness. Numerous educators still need deeper competence enhancement to properly grasp and apply the concepts of the Merdeka Curriculum. Moreover, restricted access to facilities and instructional resources further undermines the success of its execution.

Concerning the process component, even though student participation and creativity showed improvement, the teaching methods adopted by educators require refinement to increase effectiveness. In order to meet varied learning needs, teachers should employ more innovative and adaptable approaches. Regarding product outcomes, results revealed that the Merdeka Curriculum improved academic achievements for students in several domains. However, disparities in implementation remain since not all learners gain equal advantages. Issues such as inconsistency between curriculum values and student behavior, along with the limited assessment of its

contribution to character building, continue to pose challenges. In conclusion, the study affirms that the Merdeka Curriculum has delivered meaningful progress for SMA Negeri 1 Tanjungpandan, yet further optimization is necessary. Key improvements include advancing teacher competence through continuous training, supplying sufficient educational resources, and creating sharper strategies for implementation. The study also suggests promoting ongoing development programs, upgrading infrastructure, and reinforcing collaboration between schools and communities to strengthen curriculum outcomes. Through these collective efforts, the expected educational objectives can be more effectively accomplished

This initiative is holistic and emphasizes character formation, functioning as a government policy introduced gradually across various education levels, both in public and private institutions (Marliyani & Iskandar, 2022, p. 1). Evaluating the Merdeka Curriculum serves as a systematic approach aimed at refining the curriculum, whether it remains under development or is already practiced, through multiple learning strategies to make it more effective and future-ready (Puspitasari et al., 2023, p. 52). This section discusses the findings presented earlier. Before presenting insights from interviews and observations, the researcher outlines the evaluation aspects and criteria applied to assess the Merdeka Curriculum at SMA Negeri 1 Tanjungpandan as a *Sekolah Penggerak*, which are summarized in the table below:

**Tabel 1.**

*Dimensions and Criteria for Evaluating the Merdeka Curriculum*

<b>Research Focus</b>	<b>Evaluation Dimension</b>	<b>Indicators of Success</b>
<b>Context</b>	Consistency with Vision & Mission	a). Curriculum goals align with institutional vision and mission. b). Stakeholders clearly understand the curriculum’s objectives. c). High stakeholder satisfaction with curriculum direction.
	Responsiveness to Stakeholder Needs	d). Curriculum corresponds with the expectations of students, parents, and teachers. e). Stakeholder approval of the curriculum is strong.
	Environmental Support	f). Physical and social environments of the school promote learning. g). Community involvement and support are high.
<b>Input</b>	Teacher Competence & Credentials	h). Most teachers possess suitable qualifications and skills. i). Teachers routinely engage in professional growth programs.
	Learning Materials & Resources	j). Adequate and quality textbooks, modules, and learning tools are provided. k). Learning technologies are integrated effectively.
	Infrastructure & Facilities	l). Classrooms, libraries, laboratories, and sports spaces are sufficient and functional. m). Internet access and digital devices are available and well utilized.

	Financial & Budget Use	n). Financial resources are managed responsibly and efficiently. o). Transparency and accountability in budget use are ensured.
<b>Process</b>	Learning Implementation Teacher-Student Interaction	p). Lessons follow established instructional plans. q). Creative teaching practices are consistently applied. r). Communication and interaction between teachers and students are constructive. s). Student participation in classroom activities is high.
	Classroom Management Monitoring & Supervision	t). Teachers employ effective classroom strategies. u). Problems arising in class are appropriately resolved. v). Regular and effective supervision is implemented. w). Follow-up actions are taken based on monitoring results.
<b>Product</b>	Academic Achievement	x). Student academic performance is acknowledged and rewarded.
	Non-Academic Growth	y). Social skills, creativity, and character traits are well developed.
	Stakeholder Satisfaction	z). Feedback from stakeholders is considered and acted upon.
	Long-Term Outcomes	aa). Graduates are prepared to pursue further study or enter professional careers.

### 3.2 Discussion

The School Driving Program (*Sekolah Penggerak*) is an initiative designed to enhance student outcomes by linking educational practices to themes embedded in the Pancasila Student Profile (Javanisa et al., 2022, p. 2). The purpose of this program is to cultivate a stronger educational ecosystem by upgrading the skills of principals, teachers, and learners. Assessing the program's implementation is essential to guarantee that its activities run efficiently and achieve intended goals. Through the School Driving Program, weaknesses in leadership performance and school management are expected to be minimized.

#### 3.2.1 Research Findings

The findings of this research were obtained through direct observation, documentation, and interviews with multiple stakeholders at SMA Negeri 1 Tanjungpandan. The following section presents a discussion of the results from the field investigation:

##### 1. Context Evaluation of Merdeka Curriculum Implementation

At SMA Negeri 1 Tanjungpandan, the Merdeka Curriculum is applied as an effort to raise the quality of learning, create wider space for creativity, and adapt to students' characteristics and abilities. Interviews with both the school principal and teaching staff confirmed that the curriculum corresponds closely with the school's vision and mission. In practice, the Merdeka Curriculum has

been used not only to enhance the quality of instruction but also to foster innovation and creativity among both teachers and learners. The contextual evaluation further reviews the educational objectives, institutional needs, and policy foundations that frame the Merdeka Curriculum.

Nationally, the Merdeka Curriculum is part of a broad educational reform designed to equip young Indonesians for global competition. According to Suhardi (2020, pp. 123–135), this model grants schools greater autonomy to design curricula that respond to local priorities while remaining aligned with global advancement. From the perspective of context, SMA Negeri 1 Tanjungpandan has addressed several crucial elements, such as aligning curricular plans with the institutional vision, ensuring learning outcomes fit expected competencies, and preparing materials suited to student needs (Puspitasari et al., 2023, p. 57). Moreover, the school has particular requirements, including strengthening information technology skills and promoting local cultural potential. Consequently, the Merdeka Curriculum is regarded as compatible because it supports these needs through flexibility in designing resources and teaching approaches. This view resonates with Rachman (2015, pp. 23–45), who emphasizes that educational needs extend beyond curricular content to include management, administration, and sustainable development within modern schooling.

In summary, the context evaluation reveals that the Merdeka Curriculum at SMA Negeri 1 Tanjungpandan has been carried out effectively, as it aligns with institutional goals, responds to local priorities, and fosters student competence in technology. The flexibility it provides allows schools to react more responsively to both local and international dynamics. This ensures not only that student creativity and potential can develop optimally but also that learners are better prepared for the demands of the future.

## **2. Input Evaluation of Merdeka Curriculum Implementation**

The input evaluation concerns the quality of human resources, availability of learning materials, and adequacy of infrastructure within the school. Its main purpose is to determine whether these resources meet expected standards and educational objectives. Using integrative assessment, this evaluation identifies strengths of current assets, explores alternative strategies, and recommends ways to meet outstanding needs (Mukhdlor et al., 2024, p. 4). Evidence from field data shows that SMA Negeri 1 Tanjungpandan has dedicated teachers with sufficient qualifications, able to implement the Merdeka Curriculum by promoting innovation and creativity during lessons. Other studies also emphasize that input evaluation involves readiness analysis of facilities, stakeholder capacity, and student responses to independent learning approaches. Sutaris (2022) and Ekayana & Ratnaya (2022) note that infrastructure is a decisive factor in curriculum success.

Despite this, several weaknesses remain, particularly in classroom facilities, laboratories, library resources, and internet access—all of which are vital for information-based learning. Limited infrastructure reduces the effectiveness of the curriculum, which relies heavily on digital tools. Thus, the evaluation underlines the urgency of improving physical and technological capacity to maximize curriculum benefits.

Another major issue identified is inconsistent internet service. Weak connectivity restricts teachers and students from accessing online materials essential to digital learning within the Merdeka Curriculum. The shortage of teaching aids also constrains interactive methods that support experimentation and exploration. Although the evaluation indicates that SMA Negeri 1 Tanjungpandan has achieved “good” outcomes in terms of teacher competence and dedication, further development is necessary to sustain long-term success. Therefore, the school must prioritize investment in technological infrastructure, provision of educational aids, and ongoing training for teachers. These measures will enable a more comprehensive realization of curriculum objectives and optimize student potential.

### **3. Process Evaluation of Merdeka Curriculum Implementation**

Observation of the learning process shows that teachers employ diverse and innovative teaching strategies. Tjokroadmudjoyo (2014, p. 7) explains that implementation consists of steps beginning with policy translation into practical programs. The purpose of process evaluation is to determine how well activities are executed as planned. In SMA Negeri 1 Tanjungpandan, educators have adopted methods such as group discussion, project collaboration, and problem-based assignments, in addition to integrating technology into lessons.

Students were observed to be actively engaged in class activities. They contribute ideas, participate in experiments, and join discussions, consistent with the student-centered principle of the Merdeka Curriculum. This indicates that the process has encouraged student participation and fostered motivation to learn. Teachers’ strategies not only break away from traditional methods but also adapt to contemporary needs, thereby preparing students more effectively for future challenges.

Nevertheless, some barriers exist, particularly in adjusting to technological integration and coordinating lesson strategies among teachers. Certain teachers require more time to adapt to digital-based teaching. Despite these issues, the overall process evaluation is rated as “good.” Student enthusiasm demonstrates that the curriculum motivates them to learn actively. However, previous research suggests that some educators have not yet fully applied the principle of “independent learning,” which should emphasize creativity, diversity, enjoyment, and innovation (Nurrahman et al., 2023, p. 5).

### **4. Product Evaluation of Merdeka Curriculum Implementation**

Product evaluation measures the direct outcomes of the curriculum for students and schools. Results indicate that while the Merdeka Curriculum has begun to generate positive impacts, the benefits are not yet evenly distributed among all learners. Its emphasis lies on fostering creativity, problem-solving, and critical thinking. However, these achievements require time to mature, as both teachers and students continue adapting to the changes.

In line with research by Muji et al. (2021), the curriculum contributes to enhanced academic performance and overall educational improvement. Sudjana (2017, p. 22) defines learning outcomes as competencies attained through the learning process, measurable through various techniques such as testing. Data from SMA Negeri 1 Tanjungpandan reveals progress in creativity

and critical thinking, though academic achievement in specific subjects still requires reinforcement. This suggests that while students demonstrate improved higher-order skills, translating these into academic contexts remains a challenge.

Nationally, the Merdeka Curriculum had been implemented in more than 80% of schools by 2023/2024, including SMA Negeri 1 Tanjungpandan as part of the School Driving Program. Parental involvement has also increased, as parents recognize the importance of supporting schools in student development. Cooperation between parents and teachers has created a more positive environment for student learning. Through this curriculum, more time is allocated for co-curricular development, including activities related to climate change, anti-radicalism, mental health, cultural appreciation, entrepreneurship, and democratic participation.

In conclusion, while student creativity and critical thinking have grown significantly, efforts are still needed to raise subject-specific academic achievement and technical competencies. Active parental involvement, provision of adequate resources, and continued teacher training are crucial for maximizing the long-term benefits of the Merdeka Curriculum at SMA Negeri 1 Tanjungpandan.

#### 4. Conclusion

In conclusion, the author outlines a recap of the results explained in earlier sections and proposes recommendations derived from the analysis. The purpose of this study was to review how the Merdeka Curriculum is carried out at SMA Negeri 1 Tanjungpandan using the CIPP evaluation framework (Context, Input, Process, and Product). Context Evaluation: The Merdeka Curriculum corresponds with both students' needs and the expectations of the local community, also reflecting the school's vision to nurture independent and innovative learning. Yet, there are obstacles related to classroom readiness, especially concerning the sufficiency of resources and facilities to enable creative, student-centered approaches. Input Evaluation: The institution has arranged adequate provisions for personnel and training. The majority of teachers have attended sessions introducing the Merdeka Curriculum's core principles, although some still require additional support in employing various pedagogical strategies. Infrastructure, particularly digital learning tools, is still insufficient, reducing the effectiveness of curriculum delivery. Process Evaluation: Independent learning and project-based strategies are beginning to be practiced. Nevertheless, only a portion of teachers consistently apply the curriculum principles, while students demonstrate different levels of engagement with these approaches. Adjustment periods and resistance to innovations also emerge as barriers.

Product Evaluation: Learners show increased enthusiasm and skill development, such as creativity and teamwork, although improvements in academic performance remain limited. This situation emphasizes the importance of refining the execution process and strengthening monitoring to achieve desired results. Overall, curriculum application at SMA Negeri 1 Tanjungpandan continues to be in transition and requires sustained enhancement of teacher competencies, infrastructure availability, and supervision of learning practices to maximize success.

**Recommendations:** The research encourages the government to assist educators in broadening their curriculum expertise, designing lessons, implementing Pancasila Student Profile initiatives, and improving assessment methods. To ensure better quality, teachers need to follow lesson designs carefully, integrate interactive materials, promote exploration and developmental experiences, and employ engaging, innovative strategies. In summary, the evaluation illustrates structured attempts to address shortcomings, strengthen existing advantages, and maintain continuous advancement in order to meet educational objectives aligned with the local context and the school's overall mission and vision

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