



## **Evaluating the Implementation of Kurikulum Merdeka in Senior High School English Classes Using the CIPP Model**

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### *Abstrak*

*Penelitian ini mengevaluasi implementasi Kurikulum Merdeka pada pembelajaran Bahasa Inggris di SMA Kabupaten Bandung menggunakan model CIPP (Context, Input, Process, Product). Desain penelitian campuran diterapkan dengan melibatkan 131 partisipan dari empat sekolah, termasuk kepala sekolah, wakil kepala, guru, dan siswa. Data dikumpulkan melalui kuesioner, observasi, dan wawancara. Hasil menunjukkan pada komponen konteks, sekolah (93,33%) dan guru (85,83%) menegaskan adanya keselarasan yang kuat dengan visi dan kebijakan institusi, sementara siswa (72,93%) menilai pembelajaran lebih menarik dan relevan. Pada aspek input, pelatihan dan fasilitas dinilai memadai (80–85%), meskipun siswa memberikan penilaian lebih rendah (73,49%). Dimensi process menunjukkan implementasi kuat oleh sekolah (85%) dan guru (88,12%) melalui diferensiasi, pembelajaran berbasis proyek, dan pemberian umpan balik, namun keterlibatan siswa masih lemah (71,20%). Pada aspek product, sekolah (80%) dan guru (80,83%) mengamati peningkatan kinerja, tetapi hanya 58,79% siswa merasakan kemajuan pribadi. Secara keseluruhan, kurikulum menunjukkan relevansi dan hasil positif, meskipun pengalaman siswa masih bervariasi. Tantangan utama meliputi terbatasnya penerapan pelatihan guru, supervisi yang cenderung administratif, serta kekhawatiran siswa terhadap tugas dan kepercayaan diri. Penguatan kapasitas guru, supervisi yang lebih bermakna, dan pengembangan kepercayaan diri siswa menjadi kunci agar Kurikulum Merdeka tidak hanya selaras dengan kebijakan, tetapi juga memberikan manfaat yang lebih mendalam bagi siswa.*

*Kata Kunci: Evaluasi Kurikulum, Kurikulum Merdeka, model CIPP, Pembelajaran Bahasa Inggris*

### *Abstract*

This study evaluates the implementation of Kurikulum Merdeka in English language teaching at senior high schools in Kabupaten Bandung, using the CIPP (Context, Input, Process, Product) evaluation model. A mixed-methods design was applied, involving 131 participants from four schools, including principals, vice principals, teachers, and students. Data were collected through questionnaires, observations, and interviews. Findings show, in the context component, schools (93.33%) and teachers (85.83%) affirmed strong alignment with institutional vision and policy, while students (72.93%) found lessons more engaging and relevant. Input results indicated sufficient training and facilities (80–85%), though students rated this lower (73.49%). The process dimension reflected strong implementation by schools (85%) and teachers (88.12%) through differentiation, project-based learning, and feedback, but student engagement was weaker (71.20%). In terms of

product, schools (80%) and teachers (80.83%) observed improved performance, yet only 58.79% of students felt personal progress. Overall, the curriculum shows relevance and positive outcomes, though student experiences vary. Challenges include limited transfer of teacher training, administrative-focused supervision, and student concerns over workload and confidence. Strengthening teacher capacity, fostering meaningful supervision, and building learner confidence are crucial to ensuring that Kurikulum Merdeka not only aligns with policy but also delivers deeper benefits to students.

**Keywords:** CIPP Model, Curriculum Evaluation, English Language Learning, Kurikulum Merdeka

## **A. Introduction**

Education reform has always played a central role in efforts to improve the quality of human resources in Indonesia. In recent years, the government has introduced Kurikulum Merdeka as the latest step in this reform agenda, designed to foster more flexible, contextual, and student-centered learning. The curriculum emphasizes competency-based education, differentiated instruction, project-based learning, and the cultivation of the Profil Pelajar Pancasila as the ultimate goal of student character development (Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi, 2022). Therefore, examining how educators and learners respond to this new curriculum is essential to ensure that the intended goals of Kurikulum Merdeka, particularly in fostering the Profil Pelajar Pancasila, can be realized effectively across various educational contexts in Indonesia.

In line with this educational reform, one of the key areas influenced by Kurikulum Merdeka is English language education at the senior high school level. English language education is considered of particular importance, as it equips students with the communication skills required to participate actively in an increasingly globalized world (Alfarisy, 2021). Within the framework of Kurikulum Merdeka, English teaching is expected to shift from rote learning and grammar-heavy instruction to more communicative, interactive, and learner-centered practices. Teachers are encouraged to design lessons that integrate students' interests and real-life contexts, while fostering creativity, collaboration, and critical thinking.

The implementation of Kurikulum Merdeka has brought various changes, ranging from learning materials, teaching methods, and assessment approaches to the role of teachers as facilitators who encourage student independence (Sari, 2024). However, it is not without its challenges. It involves substantial changes to curriculum content, teaching methods, assessment practices, and the role of teachers, who are now expected to function as facilitators of independent and active learning rather than transmitters of knowledge. The effectiveness of this reform is shaped by multiple interrelated factors, such as teacher readiness (Hamidah et al., 2025), the availability of learning resources and infrastructure (Rizkia & Nurjanah, 2024), institutional commitment (Fazry et al., 2024), and students' capacity to adapt to new learning approaches (Farma, 2024). Furthermore, variations in school contexts and characteristics contribute to uneven experiences and outcomes across different institutions, creating gaps between policy intentions and classroom realities (Nursaly et al., 2021).

Research on the Kurikulum Merdeka has been conducted by many previous scholars; however, most of these studies have primarily focused on teachers' and students' perceptions of the curriculum as well as the supporting and inhibiting factors (Kulsum & Suloso, 2024; Mawarni et al., 2023; Redana & Suprpta, 2023; Rumasukun et al., 2024). In addition, existing research generally provides a broad overview of how the curriculum is implemented across various subjects (Ahsani, 2023; Suhartono et al., 2024). While these findings are valuable in highlighting general challenges and successes, most have not explored in depth how the curriculum specifically impacts the teaching and learning of English. Many studies remain concentrated on the implementation of Kurikulum Merdeka in vocational high schools (Putri & Bahtiar, 2024) or in senior high schools at a general level (Armadani et al., 2023), without addressing the unique characteristics and needs of English language teaching. Yet, as a Foreign Language (EFL), English presents its own challenges that require distinct approaches. Therefore, more focused and in-depth research is needed to fully

understand the challenges and opportunities posed by Kurikulum Merdeka in the context of English language learning.

One comprehensive evaluation approach that is suitable to evaluate the implementation of curriculum is the CIPP model (Context, Input, Process, Product), which is designed to provide a holistic perspective on the implementation of educational programs (Lestari et al., 2024). This model has been widely used in various studies to assess curriculum reforms in general (Turmuzi et al., 2022) as well as in specific contexts such as vocational education (Baysha & Astuti, 2016). However, the application of the CIPP model specifically to evaluate English language teaching within the framework of Kurikulum Merdeka at the senior high school level remains very limited. Most studies adopting this model have instead focused on other educational levels or different subject areas (Bulhayat, 2019; Usman, 2024). As a result, there remains a gap in understanding how each component of the CIPP model interrelates and influences the success of English learning in the implementation of Kurikulum Merdeka.

Therefore, this study seeks to fill that gap by evaluating the implementation of Kurikulum Merdeka in English language teaching at the senior high school level, with a particular focus on schools in Kabupaten Bandung. Using the CIPP (Context, Input, Process, Product) evaluation model, the research examines how the curriculum is understood, supported, applied, and experienced by school principals, teachers, and students. Furthermore, it aims to assess the degree of alignment in the curriculum's implementation, thereby contributing to the optimal realization of Kurikulum Merdeka. The findings are expected to enrich academic discourse on curriculum reform while providing valuable insights for policymakers, educators, and stakeholders to strengthen the realization of student-centered education in Indonesia.

## **B. Research Method**

This study employed a mixed-methods research design, combining both quantitative and qualitative approaches to provide a comprehensive evaluation of Kurikulum Merdeka within the English subject. The CIPP evaluation model, developed by Stufflebeam (2002), served as the guiding framework for data collection and analysis, focusing on four interconnected dimensions: context, input, process, and product. This model was selected because it enables researchers to not only measure outcomes but also to examine the rationale, resources, implementation, and impact of a program in a systematic way.

The research was conducted in four senior high schools located in Kabupaten Bandung. A total of 131 participants were involved, consisting of four principals, four vice principals for curriculum, ten English teachers, and 113 students. These participants were selected to represent different perspectives within the school system, ensuring that institutional leadership, teaching practices, and student experiences were adequately captured.

The selection of schools and participants was carried out using a purposive sampling technique. Schools were chosen based on their adoption of Kurikulum Merdeka and their willingness to participate in the study. Within each school, principals, vice principals for curriculum, English teachers, and students were deliberately included to provide a comprehensive range of perspectives. This approach ensured that the sample reflected the stakeholders most directly involved in curriculum implementation and evaluation.

Data were collected through observation, questionnaires, and interviews. The three sets of questionnaires were administered to school principals, teachers, and students. The school leader questionnaire was designed to capture institutional perspectives, including the alignment of Kurikulum Merdeka with the school's vision, mission, and external policy support. The teacher questionnaire explored pedagogical practices, training, and readiness, while the student questionnaire emphasized learning experiences, participation, and perceived improvements in language ability.

The questionnaires were tested for both validity and reliability test. The validity test results show the three set of questionnaires in which each set consisted of 13 items are valid, as they have correlation values higher than the r-table (0.361) and significance values below 0.05. Thus, all items can be used for further research. Meanwhile, the reliability test produced a Cronbach's Alpha value

of 0.828, which falls into the high category. According to Arikunto (2010), a reliability coefficient in the range of 0.80–1.00 is categorized as very high, meaning the instrument is reliable and consistent. This finding is also in line with Sugiyono (2018), who argues that an instrument with a Cronbach's Alpha greater than 0.70 can already be considered reliable. Therefore, the questionnaire is trustworthy for measuring aspects of Kurikulum Merdeka implementation. In addition, classroom observations were conducted to document the actual teaching–learning practices, such as the use of differentiated instruction and project-based learning, while interviews with selected teachers, school principals, and students provided deeper insights into their experiences and perceptions.

Quantitative data from the questionnaires were analyzed descriptively using percentage scores for each CIPP dimension. These scores provided a numerical representation of stakeholder perceptions regarding the implementation of Kurikulum Merdeka. To enrich the findings, qualitative data obtained from interviews and open-ended responses were analyzed thematically. Observation notes were also integrated to validate the consistency between reported practices and actual classroom implementation. This allowed for the identification of recurring themes, such as flexibility in teaching, student engagement, and institutional support, which complemented the numerical data and provided deeper insights into the experiences of teachers, school principals, and students.

By integrating data from multiple sources this study applied methodological triangulation to strengthen the validity and reliability of the findings. The mixed-method approach ensured that the evaluation captured both measurable outcomes and nuanced experiences, which is essential for understanding the effectiveness of educational reforms like Kurikulum Merdeka.

### **C. Findings and Discussion**

The findings are presented sequentially according to the four dimensions of the CIPP model: context, input, process, and product. To present the results systematically, the findings from questionnaires, observations, and interviews were organized into a consolidated CIPP evaluation matrix. The quantitative data for this study were collected through three sets of questionnaires based on the four dimensions of the CIPP model. These questionnaires were distributed to school principals, vice principals for curriculum, English teachers, and students. Each set contained 13 statements measured on a four-point Likert scale. Prior to distribution, the instruments were tested for validity and reliability. All items met the validity criteria, with correlation values exceeding the *r*-table threshold (0.361) and significance levels below 0.05. The reliability test also showed a high level of consistency, with a Cronbach's Alpha score of 0.828. The questionnaires were administered directly to respondents, and the responses were analyzed using descriptive statistics to present percentage scores that reflect stakeholders' views on the context, input, process, and product of the Merdeka Curriculum in English language teaching.

Qualitative data were gathered through semi-structured interviews and classroom observations. The interview guides were designed to explore the perceptions, experiences, and challenges faced by principals, teachers, and students during the curriculum implementation process. Such as how they understood the curriculum's philosophy, the kinds of institutional support available, how differentiated instruction and project-based learning were carried out, and how students developed confidence in using English. Classroom observations were conducted to capture real instructional practices, including the use of instructional media, the nature of teacher–student interactions, the variety of learning activities, and the consistency in applying the principles of the Merdeka Curriculum. The qualitative data were analyzed using thematic analysis to identify recurring patterns and issues across participants. Finally, the quantitative and qualitative findings were integrated through methodological triangulation to ensure coherence and strengthen the credibility of the results. This approach made it possible to interpret not only the numerical trends but also the lived experiences and complexities of curriculum implementation from multiple stakeholder perspectives.

The table below summarizes the evaluation of Kurikulum Merdeka implementation in the English subject across four dimensions: context, input, process, and product. For each dimension, the guiding questions are outlined, followed by quantitative results from school principals, teachers, and

students, as well as qualitative insights drawn from interviews. The final column presents a conclusion that synthesizes both types of data. This structure provides a comprehensive overview, highlighting areas of strength and identifying gaps between institutional perceptions and student experiences.

**Table 1.** Overall Quantitative and Qualitative Data

No	CIPP Dimension	Guiding Questions	Quantitative Results	Qualitative Insights	Conclusion
1	Context – Why implement it?	<ul style="list-style-type: none"> <li>• Do teachers, students, and schools understand the philosophy?</li> <li>• Is it aligned with needs, vision, and policy?</li> <li>• What support is available?</li> </ul>	Teachers: 85.83% Schools: 93.33% Students: 72.93%	<ul style="list-style-type: none"> <li>• Teachers: curriculum allows flexibility (“focus on abilities rather than syllabus”).</li> <li>• Schools: alignment with vision &amp; Dinas Pendidikan support.</li> <li>• Students: learning English more varied but not all fully engaged.</li> </ul>	Strong alignment and readiness, but students less aware of philosophy → need stronger translation into learner-centered experiences.
2	Input – What resources are needed?	<ul style="list-style-type: none"> <li>• Are teachers trained?</li> <li>• Are modules/media available?</li> <li>• Is infrastructure adequate?</li> </ul>	Teachers: 85.83% Schools: 80% Students: 73.49%	<ul style="list-style-type: none"> <li>• Teachers: training is useful but more practice needed.</li> <li>• Schools: facilities (LCD, internet) mostly available.</li> <li>• Students: access uneven (“not always available”).</li> </ul>	Resources adequate, but provision not always experienced by students → equity and ongoing teacher development needed.

3	Process – How is it implemented ?	<ul style="list-style-type: none"> <li>• Are teachers applying differentiation &amp; PjBL?</li> <li>• Are students active?</li> <li>• Is there supervision &amp; feedback?</li> </ul>	Teachers: 88.12% Schools: 85% Students: 71.20%	<ul style="list-style-type: none"> <li>• Teachers: students more active in PjBL.</li> <li>• Schools: supervision exists but inconsistent.</li> <li>• Students: projects fun but workload uneven.</li> </ul>	Curriculum principles are applied, but consistency and workload balance remain challenges.
4	Product – What are the results?	<ul style="list-style-type: none"> <li>• Has English proficiency improved?</li> <li>• Do students show confidence/independence?</li> <li>• Is there positive school-wide impact?</li> </ul>	Teachers: 80.83% Schools: 80% Students: 58.79%	<ul style="list-style-type: none"> <li>• Teachers: students more willing to speak English.</li> <li>• Schools: performance improved.</li> <li>• Students: hesitant about own improvement (“still not strong enough”).</li> </ul>	Outcomes visible to teachers/schools but less to students → need more feedback, recognition, and support for learner self-confidence.

Overall, the table indicates a consistent pattern in which schools and teachers report higher levels of agreement across all four dimensions compared to students. While institutional and teacher perspectives emphasize alignment, readiness, and visible improvement, students tend to perceive the implementation less positively, particularly in the product dimension. This is in line with previous study from Zebua et al. (2025) which highlighted that teachers generally perceive the Kurikulum Merdeka positively, as it is considered more flexible, innovative, and supportive of the implementation of student-centered learning, assessment reforms, and the availability of modules and learning media. On the other hands, from the students' perspective, the challenges remain significant, particularly regarding a lack of confidence, unequal access to resources, and improvements in English proficiency that are not yet fully optimal. This gap suggests that although Kurikulum Merdeka is structurally well-supported and pedagogically applied, its benefits are not yet fully experienced by learners. A more detailed explanation of the results presented in this table is provided in the following sections.

#### **Context Evaluation – Why implement it?**

This dimension looks focuses on the underlying reasons for implementing the curriculum by identifying the needs, problems, and opportunities that make the reform relevant. It seeks to understand whether teachers, students, and schools are familiar with the philosophy and principles of Kurikulum Merdeka and whether the curriculum is aligned with students' learning needs, the school's vision and mission, as well as government educational policies. This dimension also considers the kinds of support available, such as leadership from school principals, guidance from the Dinas Pendidikan, and involvement of the community. By addressing these questions, the context evaluation ensures that the curriculum is not merely adopted as a top-down policy but is genuinely responsive to the realities and demands of the education system.

**Table 2.** Recapitulation of Respondents' Achievement Levels in the Context Aspect

CIPP Dimension	Respondent	Respondent Achievement Level	Average	Category
Context	School	93.33%	4.67	Fully Aligned
	Teacher	85.83%	4.29	Fully Aligned
	Student	72.93%	3.64	Mostly Aligned
Overall Achievement Level		84.03%	4.2	Fully Aligned

The context dimension evaluates the extent to which schools, teachers, and students understand and support the philosophy and objectives of the Merdeka Curriculum, while also considering its alignment with educational needs, vision, and policy, as well as the availability of institutional support. The results show that school respondents achieved a very high alignment level of 93.33% with an average score of 4.67, indicating that schools strongly embrace the curriculum's philosophy and provide sufficient support for its implementation. Teachers also demonstrated strong alignment, with an achievement level of 85.83% and an average score of 4.29, reflecting their good understanding of the philosophy and their readiness to apply it in classroom practices. In contrast, student respondents reached a lower achievement level of 72.93% with an average score of 3.64, which is categorized as mostly aligned. This suggests that while students show some awareness of the curriculum's vision and objectives, their understanding still needs to be deepened to fully internalize its values and principles. Overall, the Context dimension reached an average achievement level of 84.03%, which places it in the Fully Aligned category. This indicates that the foundation for implementing the Merdeka Curriculum is strong, supported by schools and teachers, although further efforts are needed to strengthen student comprehension and engagement.

Qualitative insights confirm these patterns. Teachers emphasized flexibility, it was proposed by one of the teachers in the interview session, in the following excerpt:

**Excerpt 1**

*"Sebenarnya bagus sih bu, jadi lebih fleksibel menyesuaikan kemampuan siswa kalo di kelas saya yang dia audio, proyek nya story telling dia presentasi di depan temen kelas nya. Yang visual, mereka bikin poster dan itu hasil nya bagus..."*

School principals stressed alignment:

**Excerpt 2**

*"Secara umum Kurikulum Merdeka ini sudah sangat bagus sekali bu, memang belajar tidak selalu tentang teori ya... untuk dukungan dari Dinas Pendidikan tentunya ada, kemarin kita ada pelatihan juga sama guru-guru ada IHT..."*

Besides, students shared their personal experience:

**Excerpt 3**

*"emm, iya lebih banyak macem nya jadi disuruh buat aktif, cuman kan emm apa.. ga semua nya bisa takut jadi nya tuh kadang yang semangat nya itu lagi itu lagi..."*

Generally, the context evaluation shows strong institutional readiness and policy alignment, but student perceptions highlight the need to ensure that the curriculum's philosophy translates into learner-centered experiences. The goal of making the curriculum relevant to both institutional vision and student needs is partly met, though further work is needed on the learner side. This aligns with the previous study which indicates that schools and teachers often demonstrate enthusiasm and readiness in adopting Kurikulum Merdeka, while students remain less engaged in internalizing its philosophy and practices (Fitriatin, 2024).

Based on these findings of context evaluation, the researcher concludes that although the structural and instructional foundations for the curriculum are already strong, there is still a need to better support students' understanding and engagement. The qualitative data reinforce this point:

teachers describe Kurikulum Merdeka as flexible and helpful for accommodating students' needs, and school leaders highlight that the curriculum aligns well with the school's vision and receives adequate policy support. However, students' comments show that their readiness and confidence vary widely, indicating that they would benefit from more consistent, learner-centered experiences in the classroom.

#### **Input Evaluation – What resources are needed?**

While context explains the “why,” the input evaluation shifts attention to the “what,” namely the resources and strategies required to support the implementation of the curriculum. This includes examining whether teachers have received sufficient training to internalize and apply the principles of Kurikulum Merdeka, whether teaching modules, facilities, and media are accessible, and whether the school infrastructure—from ICT facilities and libraries to classrooms—is adequate to support innovative learning. Input evaluation also considers the suitability of available learning resources with students' diverse learning styles and preferences. The main purpose of this dimension is to verify the school's readiness and capacity, because even a well-designed curriculum will fail to produce meaningful outcomes if it is not supported by adequate resources and trained human capital.

**Table 3.** Recapitulation of Respondents' Achievement Levels in the Input Aspect

CIPP Dimension	Respondent	Respondent Achievement Level	Average	Category
Input	School	80%	4	Fully Aligned
	Teacher	85.83%	4.29	Fully Aligned
	Student	73.49%	3.67	Mostly Aligned
Overall Achievement Level		79.77%	3.98	Mostly Aligned

The input dimension assesses the adequacy of resources and strategies needed to implement the Merdeka Curriculum, focusing on whether teachers are sufficiently trained, modules and learning media are available, and infrastructure is adequate to support the learning process. The results show that schools achieved an alignment level of 80% with an average score of 4.00, which is categorized as Fully Aligned. This indicates that schools have generally provided sufficient infrastructure and institutional resources to support curriculum implementation. Teachers reported an even higher achievement level of 85.83% with an average score of 4.29, also categorized as Fully Aligned, suggesting that teachers are well-prepared and adequately trained, with access to the necessary teaching resources. However, students reported a lower achievement level of 73.49% with an average score of 3.67, which falls into the Mostly Aligned category. This shows that from the students' perspective, some learning resources and media may still be lacking or not optimally utilized. Overall, the Input dimension reached an average achievement level of 79.77%, which places it in the Mostly Aligned category. This reflects that while schools and teachers have shown strong readiness, additional improvements are needed to ensure students consistently experience sufficient resources and support throughout the learning process.

Qualitative data illustrate this. Teachers noted that workshops were useful but could be improved:

#### **Excerpt 4**

*“emm.. kalo pelatihan ada terus ya dari sekolah, kayak ohh yang selama ini kita lakuin namanya ini.. cuman kayaknya untuk praktek langsung yang lebih mendalam nya belum ya.. kita cari tahu sendiri sih biasanya.. masih meraba-raba juga..”*

From the above statement we can see clearly that teacher still need more training for better improvement in implementing the Kurikulum Merdeka. This is similar to the findings from Dewi et al. (2025) which indicated that although teachers have adapted to the new curriculum, there is still an urgent need for continuous training and support in utilizing technology for learning. Therefore, systematic pedagogical competence development is expected to enhance the effectiveness of



Kurikulum Merdeka implementation and positively impact students' academic achievement.

School principals reported infrastructure readiness:

**Excerpt 5**

*"Kalo fasilitas sudah ada ya, sudah disediakan.. cuman memang pemakaian nya bergantian.."*

Students appreciated clear explanations but felt resources were uneven:

**Excerpt 6**

*"cara ngajar nya bagus ngerti kalo ngejelasin, cuman kalo buat fasilitas emm.. pernah waktu itu apa itu.. proyektor nya ada cuman lagi dipake sama kelas lain.."*

Thus, the input evaluation shows that although schools already provide sufficient resources and infrastructure, there is still a gap between what is available and what students actually experience. Most schools are ready to implement the curriculum, but ongoing teacher training and fair access to facilities are still needed. A study at SMAS Tunas Bhakti Pontianak also found that while schools focused on providing resources, students still faced limited access to digital devices, collaborative spaces, and diverse learning media. Teachers also highlighted the need for continuous and more specific professional training to close this gap (Calista et al., 2025). Similarly, research at SMAN 6 Kota Serang reported that even though schools tried to improve facilities and technology support, challenges such as teacher adaptation and unequal infrastructure continued to hinder implementation (Situmorang et al., 2025).

Based on these findings of input evaluation, the researcher concludes that the resources and preparation supporting the Merdeka Curriculum are generally strong, particularly from the perspectives of schools and teachers. The qualitative data support this, showing that teachers value the trainings provided, even though many still feel they need deeper, more hands-on practice to confidently apply new approaches. School leaders also report that facilities are available, though shared usage sometimes limits access. However, students' experiences reveal that these resources are not always felt consistently in the classroom, for example, limited access to projectors or learning media. These patterns suggest that while institutional readiness is solid, more sustained teacher training and more equitable access to facilities are needed to ensure that students fully benefit from the curriculum.

**Process Evaluation – How is it implemented?**

The next stage, process evaluation, investigates how the curriculum is actually implemented in daily teaching and learning practices. It looks at whether teachers employ approaches such as differentiated instruction and project-based learning, whether students actively participate in discussions, collaborations, and presentations, and whether supervision and professional collaboration among teachers are conducted on a regular basis. Process evaluation also observes the feedback mechanisms in place and the extent to which they contribute to student growth. This stage ensures that the ideals of Kurikulum Merdeka are not left at the policy level but are genuinely realized through instructional practices that place students at the center of the learning experience.

**Table 4.** Recapitulation of Respondents' Achievement Levels in the Process Aspect

CIPP Dimension	Respondent	Respondent Achievement Level	Average	Category
Process	School	85%	4.25	Fully Aligned
	Teacher	88.12%	4.40	Fully Aligned
	Student	71.20%	3.56	Mostly Aligned
Overall Achievement Level		81.44%	4.07	Fully Aligned

The process dimension evaluates how the Merdeka Curriculum is implemented in practice, focusing on whether teachers apply differentiation and project-based learning (PjBL), whether students actively participate in learning, and whether adequate supervision and feedback are provided. The

results indicate that schools achieved an alignment level of 85% with an average score of 4.25, which is categorized as Fully Aligned. This suggests that institutional support and monitoring systems are in place to ensure effective curriculum delivery. Teachers reported an even higher alignment level of 88.12% with an average score of 4.40, also Fully Aligned, reflecting that they actively apply the principles of differentiation and PjBL while consistently providing feedback to students. On the other hand, students recorded a lower achievement level of 71.20% with an average score of 3.56, which falls under the Mostly Aligned category. This indicates that while many students are actively engaged in learning activities, some remain less involved, suggesting the need for more inclusive strategies to increase participation. Overall, the Process dimension reached an average achievement level of 81.44%, which is categorized as Fully Aligned. This shows that the implementation of the Merdeka Curriculum has been well-executed, though student engagement can still be further strengthened to maximize learning outcomes.

Qualitative findings highlight this variation. Teachers shared positive outcomes:

**Excerpt 7**

*“nah, kalo yang saya liat justru bagus bu, potensi-potensi siswa jadi keliatan.. oh ternyata si anak ini seni nya bagus.. lebih tereksplor di kegiatan P5 ini..”*

Schools confirmed ongoing supervision but noted inconsistency:

**Excerpt 8**

*“kalo yang kami lihat, belum.. di sekolah ini masih belum merata di semua guru, kami pun tidak bisa memaksakan.. karena guru nya pun perlu adaptasi ya bu, apalagi kalo guru-guru yang sudah lama..”*

Students expressed mixed views:

**Excerpt 9**

*“projek seru, tapi kadang.. aduh gimana ya ini..”*

The process evaluation suggests that Kurikulum Merdeka's principles, differentiated learning, active participation, collaboration, are being implemented, but the consistency of these practices varies. The goal of reflecting curriculum principles in daily teaching is partially achieved, requiring more balanced workload management and stronger pedagogical support. Existing studies support the finding that while principles such as differentiated learning, active participation, and collaboration are being implemented under Kurikulum Merdeka, the consistency and depth of application vary. For example, Astuti et al. (2025) found that although teachers are creative in adopting differentiated methods that stimulate student engagement, challenges remain due to inadequate teacher understanding and inconsistent institutional backing. Similarly, (Sianturi, 2025) reports that teachers perceive differentiated learning positively but also cite limited time and lack of support in fully integrating these methods into daily teaching practice.

Based on these findings of process evaluation, the researcher concludes that the implementation of the Merdeka Curriculum is generally well-executed, especially from the perspectives of schools and teachers, who report strong alignment with the expected practices. The qualitative evidence reinforces this, showing that teachers actively apply differentiated instruction and project-based learning, and schools provide regular supervision, even though its consistency still varies. However, students' experiences reveal uneven levels of participation and engagement, with some still feeling unsure or less involved during project-based activities. These patterns suggest that while the core instructional practices of Kurikulum Merdeka are already taking place, further pedagogical support is needed, particularly in helping teachers ensure more inclusive participation and in managing classroom workload more effectively. Strengthening these areas would help translate the curriculum's ideals into more consistent, student-centered learning experiences across classrooms.

**Product Evaluation – What are the results?**

Finally, product evaluation assesses the results and impacts of implementation. It seeks to determine whether students' English proficiency and overall academic performance have improved, whether they display greater confidence, independence, and engagement, and whether there is a

wider positive impact on the school as an institution. This includes alignment with the school's vision, better overall performance, and the cultivation of values such as creativity, critical thinking, and character building. Product evaluation highlights the outcomes that demonstrate the success of the curriculum as well as areas where expectations have not yet been fully met.

**Table 5.** Recapitulation of Respondents' Achievement Levels in the Product Aspect

CIPP Dimension	Respondent	Respondent Achievement Level	Average	Category
Product	School	80%	4	Fully Aligned
	Teacher	80.83%	4.04	Fully Aligned
	Student	58.79%	2.93	Partially Aligned
Overall Achievement Level		73%	3.65	Mostly Aligned

The Product dimension measures the results of implementing the Merdeka Curriculum, focusing on whether students' English proficiency has improved, whether they demonstrate confidence and independence in learning, and whether there is a positive impact at the school level. The results show that schools reported an achievement level of 80% with an average score of 4.00, categorized as Fully Aligned. This indicates that the institution perceives clear improvements in learning outcomes and school-wide benefits from the curriculum. Teachers similarly achieved 80.83% with an average score of 4.04, also categorized as Fully Aligned, suggesting that they observe noticeable progress in students' proficiency and engagement. However, the students' responses reflect a significantly lower achievement level of 58.79% with an average score of 2.93, which is classified as Partially Aligned. This highlights that many students feel their English proficiency and confidence have not improved to the expected level, and the broader positive impact of the curriculum has not been fully experienced from their perspective. Overall, the Product dimension recorded an average achievement level of 73%, which falls into the Mostly Aligned category. This indicates that while schools and teachers perceive strong improvements, further efforts are necessary to ensure that students themselves consistently experience and recognize the benefits of the Merdeka Curriculum in terms of skills, confidence, and independence.

Qualitative insights deepen this picture. Teachers observed gains:

**Excerpt 10**

*"Kalo di kelas sebelas mereka justru keliatan enjoy ya.. lebih berani ngomong.."*

School principals saw institutional impact:

**Excerpt 11**

*"secara keseluruhan saya lihat ada kemajuan.. kegiatan siswa jadi lebih bervariasi tentunya"*

Students, however, expressed hesitation:

**Excerpt 12**

*"emm gimana ya, bahasa inggris nya masih jelek tapi ya berusaha aja"*

The product evaluation shows the widest gap among groups. Schools and teachers see clear progress, but students are more hesitant about recognizing their own improvement. This suggests that while outcomes are visible at the institutional level, they are not fully felt by learners. To bridge this gap, greater emphasis is needed on timely feedback, celebrating small achievements, and providing personalized support so that students can better recognize and take ownership of their growth.

For instance, a study at SMK Yapalis Krian revealed that while school leaders and teachers observed favorable outcomes under Kurikulum Merdeka, they also identified that students' experiences of improvement were less clear and that comprehensive assessment data were still lacking (Santi & Maureen, 2025). Similarly, research at SPELABSA (SMP Labschool UNESA 3) found that the Product (outcome) component of the CIPP evaluation was not yet fully identified; students had not yet clearly demonstrated gains in English or associated learning outcomes

(Wulandari & Maureen, 2025). These findings indicate that although the system is moving toward achieving tangible results, more attention to feedback mechanisms, identifying and acknowledging incremental progress, and providing personalized support are critical to help students internalize their learning gains.

Across the CIPP dimensions, findings show strong support from schools and teachers in terms of philosophy, resources, and classroom practices. However, students consistently reported lower perceptions, especially in the product dimension. This reflects an “implementation–experience gap,” where what schools and teachers put in place does not always match how students actually feel or experience their own progress.

The study shows that while policy alignment, institutional support, and teacher training are important, they need to go hand in hand with student-centered learning, active participation, and outcomes that students can truly recognize in themselves. For Kurikulum Merdeka to reach its full potential, schools should not only strengthen teacher development, supervision, and fair access to resources, but also focus on strategies that make students clearly see and feel their own progress.

Based on these findings of product evaluation, the researcher concludes that the Merdeka Curriculum has begun to show positive results at the school and teacher levels, with clear improvements in learning activities, student participation, and overall school performance. Teachers and principals observe growing confidence and engagement among students, indicating that the curriculum’s goals are gradually taking effect. However, students’ own perceptions reveal a different reality: many still feel unsure about their English progress and have not fully experienced the expected outcomes. This gap suggests that the curriculum’s impact has not yet reached learners in a way they can clearly recognize. The researcher therefore recommends strengthening feedback, highlighting small achievements, and offering more individualized support so that students can better see and appreciate their own growth under the Merdeka Curriculum.

#### **D. Conclusion**

The evaluation of Kurikulum Merdeka through the CIPP framework reveals both encouraging progress and critical areas for improvement. The strengths are evident across several dimensions. In terms of context, both schools (93.33%) and teachers (85.83%) strongly affirmed that the curriculum aligns with institutional vision and government policy, while students (72.93%) highlighted that English lessons felt more enjoyable and relevant to their daily life. The input dimension also reflects resource readiness, with 85.83% of teachers and 80% of schools acknowledging adequate training and facilities. However, students reported a lower achievement level of 73.49% with an average score of 3.67, which falls into the Mostly Aligned category. The process dimension assesses curriculum implementation through differentiation, project-based learning (PjBL), student participation, and supervision. Schools scored 85%, supported by monitoring systems, while teachers reached 88.12%, reflecting consistent application of differentiation, PjBL, and feedback. Students scored lower at 71.20%, indicating uneven engagement. Overall, the process dimension averaged 81.44%, though greater inclusivity in student participation is still needed. Finally, the product dimension shows positive results recognized by teachers (80.83%) and schools (80%), who observed improved student performance and greater willingness to use English. These findings confirm that the curriculum has established contextual relevance, adequate resources, and observable positive outcomes.

Despite these strengths, several challenges remain. Teacher training, although widely attended, has not always translated into consistent classroom application, and schools often approach supervision as an administrative task rather than pedagogical guidance. This is reflected in students’ lower responses across all dimensions, particularly in the product evaluation where only 58.79% reported perceiving their own improvement. Many students felt project-based learning was enjoyable but at times overwhelming, and some expressed doubts about their progress in English proficiency. These gaps suggest that while teachers and schools see alignment and progress, students experience the curriculum in a more uneven way.

In summary, the results highlight three main patterns. First, there is strong institutional and

teacher support: schools and teachers consistently report high scores in all dimensions, indicating readiness, training, and positive perceptions of curriculum implementation. Second, student perceptions are notably weaker across dimensions, especially in the product stage, suggesting that the intended benefits of Kurikulum Merdeka are not yet fully realized at the learner level, called as an “implementation–experience gap.” Third, the greatest discrepancy lies in product, with schools and teachers reporting around 80% while students reported only 58.79%, underscoring the need to bridge differences between what teachers see as improvement and what students personally experience as learning gains. Overall, the findings suggest that while Kurikulum Merdeka is well-established contextually and institutionally, further attention is needed to translate inputs and processes into meaningful student outcomes. Enhancing student engagement, personalizing learning, and strengthening feedback loops may help reduce this perception gap and ensure that strong institutional support results in equally strong learner success.

The implications of these findings point to the need for strengthening teacher capacity and ensuring that implementation goes beyond policy compliance. Sustained professional development, more meaningful forms of supervision, and deliberate strategies to build students’ self-confidence are essential for ensuring that learners not only participate in but also benefit from curriculum reform. By addressing these challenges, Kurikulum Merdeka can more fully achieve its goal of creating a responsive, student-centered learning environment that balances institutional readiness with meaningful learner experiences.

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