

Evaluation of the Independent Curriculum at Senior High School 1 Tanjungpandan, Belitung Regency

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Abstract

This study aimed to evaluate the implementation of the Emancipated Curriculum at Public Senior High School 1 Tanjungpandan, District Belitung. using the CIPP evaluation model. This research was an evaluation study. The evaluation model used the CIPP model, which involved four main components: context, input, process, and product. The study was conducted at Public Senior High School 1 Tanjungpandan, District Belitung, with research subjects including the school principal, five teachers, two students, and one administrative staff member. Data collection techniques included semi-structured interviews, participatory observation, and document studies. The data obtained were qualitatively analysed through data condensation, data presentation, and conclusion drawing stages. The results of the study indicate that: 1) In the context aspect, there is good support from various parties, although there are still challenges in terms of resource readiness. 2) In the input aspect, it was found that teacher training still needs to be improved. 3) In the learning process aspect, there is an increase in student creativity and participation, but more effective strategies are still needed in classroom implementation. 4) In the product aspect, the Emancipated Curriculum has shown positive results in improving student learning outcomes, although in some areas more attention is needed. In general, it can be concluded that although the Emantipated Curriculum has a positive impact, improvements are needed in teacher training, resource provision, and better implementation strategies. Suggestions given include developing sustainable training programs, increasing resource support, and strengthening implementation strategies.

Keywords: *Evaluation; Implementation; The Emancipated Curriculum*

1. Introduction

Education in Indonesia plays a crucial role in supporting national development, and holds a vital role in producing a quality and competitive young generation. One of the parts of this education system is the implementation of a high school or vocational school level learning program. This is because state educational institutions at this level play a role in shaping the personalities and skills of their students. The success of Indonesian education in producing a quality young generation cannot be separated from the implementation of the curriculum in schools. If the curriculum is run effectively and efficiently, the

education received by students will be of quality and in accordance with their needs. Indonesia has made policy changes in this sector, one of which is the introduction of an independent curriculum. This independent curriculum aims to produce a Pancasila Student Profile, to be precise, the goals of Indonesian education, which are listed in Article 5 of Permendikbud Number 22 of 2020 Aiming to build a Pancasila student profile that reflects the values contained in Pancasila, this initiative is designed to produce Indonesian students who are able to compete at the global level with six main characters: faith, piety, noble character, Respect cultural diversity, collaborate, be independent, and have the ability to think critically and creatively. The Merdeka Learning program is also proposed to restore the authority of the national system by changing the rigid learning approach to be more flexible and fun.

The purpose of holding the driving school program is to achieve the vision of Indonesian education which aims to realize an advanced, independent Indonesia, and with character. This is done through the formation of students with a Pancasila student profile who have integrity and are ready to face global challenges. (Mulyadi & Mardiana, 2022, p. 401). This program is designed to improve the quality of education in Indonesia by focusing on strengthening the competence of students and teachers, as well as improving educational facilities and infrastructure. Driving School seeks to create schools that play an active role in producing quality graduates who are ready to overcome various challenges at the global level. This program covers various aspects, such as improving the quality of teaching, training educators, preparing an appropriate curriculum, and improving educational facilities. In this concept, schools are expected to be centers of innovation and change in the field of education, one of the main focuses of the Driving School program is the improvement of teachers' skills and competencies. By providing the right training and support, it is hoped that teachers can be more effective in teaching and supporting student development.

In the implementation of the Independent Curriculum, the Education Unit has the responsibility to design and establish the Education Unit Curriculum which refers to the basic framework and Curriculum structure set by the Ministry. (Permendikbudristek, 2024., p. 9). The Merdeka Curriculum emphasizes the development of individual potential and holistic learning, so as to allow students to play a more active role in determining their own learning paths (Nurliana, Annisa Sukma, M. Rajab. 2024, p. 121). The Driving School, playing an important role in testing and implementing educational innovations, also serves as an important laboratory to find out how an independent curriculum can improve the quality of education.

In 2022, Senior High School 1 Tanjungpandan will be the first high school to become a driving school. However, to implement the Independent Curriculum, a thorough evaluation is required. An important process known as curriculum evaluation is used to measure the successful implementation of the curriculum, understand the strengths and weaknesses of the curriculum, and provide suggestions for additional improvement and development. However, in its implementation, there is a gap between policy and practice. Therefore, an evaluation must be carried out to measure the extent to which the Independent Curriculum policy has been implemented at Senior High School 1 Tanjungpandan in Belitung regency.

Related research suggests that various program evaluation models can be used by researchers or schools to assess the success of learning programs. between the assessment model and the CIPP model applied. (Rurisman. 2023., p. 125). The CIPP Evaluation Model is one of the evaluations applied to assess various aspects in a program or project. With a comprehensive and structured evaluation approach. Through this model, various aspects of curriculum implementation can be evaluated, including the context, inputs used, the implementation process, and the results or products of the curriculum implemented. This evaluation provides a comprehensive overview of the successes and obstacles in the implementation of the Independent Curriculum at the Driving School of Senior High School, Belitung

Regency. By identifying weaknesses and potential improvements, strategic steps can be taken to increase the effectiveness of the program.

Table 1. Relevant Studies

No.	Information	Description
1.	Researcher & Year	Rurisman Rurisman, A. Ambiyar, I. Aziz. 2023
	Heading	Evaluation of Driving School Programs in High Schools Using the CIPP Evaluation Model
	Summary	Teachers carry out learning activities by focusing on developing learning outcomes for students and students in a holistic manner including literacy, numeracy and character competencies.
	Equation	<p>a. Evaluation Model: Both evaluations use the CIPP framework proposed by Daniel Stufflebeam.</p> <p>b. Evaluation Components: Both evaluations evaluate the four components in the CIPP model.</p> <p>c. Evaluation Objectives: Both evaluations aim to assess the readiness and effectiveness of program implementation, in this case the Driving School.</p> <p>d. Evaluation Benefits: Provide input for improving the Driving School program and improving the overall quality of education.</p>
	Difference	<p>a. Evaluation Focus: The relationship between the implementation of the Independent Curriculum and the Driving School program, including learning, assessment, and student achievement.</p> <p>b. Scope of Evaluation: More specifically, focused on the implementation and impact of the Independent Curriculum.</p> <p>c. Final Objective: Assess the effectiveness and suitability of the implementation of the Independent Curriculum in the Driving School program.</p>
2.	Researcher & Year	A. A. G. Ekayana, I. G. Ratnaya, 2022
	Heading	Evaluation of the Computer Systems Undergraduate Program Curriculum Using the Stufflebeam CIPP Model
	Summary	This evaluation was carried out to see the suitability of indicators in the preparation of the curriculum with national standards from the Ministry of Education and Culture in all activities carried out by undergraduate study programs.

Senior High School	Equation	The CIPP evaluation model used in the study
	Difference	Research Subject
	Researcher & Year	Rudi Maryati, Sukmawati, and Usman, 2023
	Heading	Assessment of the Driving School Program with a Context, Input, Process, Product (CIPP) Model Approach at Senior High School 5 Sungai Raya, Kubu Raya Regency
	Summary	The evaluation of the driving school program carried out in the school was measured based on the achievement of five interventions in the Driving School Program through planning, program fulfillment, school digitization, increasing teacher involvement in PMM, and scanning activities
	Equation	a. CIPP Evaluation Model b. Evaluation Components (Context, Input, Process, Product) c. Evaluation Objectives To determine the readiness and effectiveness of the implementation of the Independent Curriculum
	Difference	a. Evaluation Focus: Implementation of the Independent Curriculum b. Scope of Evaluation: More specific c. Final Objective: Assess the effectiveness and suitability of the implementation of the Independent Curriculum

Previous research on "Evaluation of the Implementation of Driving Schools in 2023" using the CIPP model showed that there are various obstacles faced by schools. These constraints include several main components, such as teachers, infrastructure, supporting resources, and students (Rurisman, 2023, p. 129). The main obstacle faced at the beginning of the implementation of the Independent Curriculum was the lack of knowledge to implement the Independent Curriculum. This includes the preparation of teaching modules and the implementation of assessments (Asrifan et al., 2023, p. 71). This evaluation was carried out to determine the suitability of indicators in the preparation of the curriculum with the national standards set by the Ministry of Education and Culture in all activities carried out by undergraduate study programs (Ekayana & Ratnaya, 2022, p. 369). An overview of the implementation of the Independent Learning Curriculum policy as a whole has not yet been found (Fadhli, 2022, p. 149).

The research entitled "Evaluation of the Independent Curriculum of Driving Schools at Senior High School 1 Tanjungpandan Tanjungpandan Belitung Regency" revealed a number of important findings. The Independent Curriculum is based on two main principles, namely the development of critical and creative thinking skills, and the formation of character and noble values. However, the implementation of the independent curriculum at Senior High School 1 Tanjungpandan has not been implemented optimally, because there are still many educators who do not have enough understanding of the concept and the implementation of the Independent Curriculum, so many teachers do not understand the concept of the Independent Curriculum and this curriculum has not been fully used. The evaluation of the implementation of the Independent Curriculum at Senior High School 1 Tanjungpandan, Belitung

regency, still shows a number of significant shortcomings. As a result, in order for the Independent Curriculum to be implemented effectively and efficiently, it is necessary to take strategic actions to increase teachers' awareness and abilities and increase the availability of adequate facilities and facilities. However, there is a need to evaluate the implementation of this curriculum at Senior High School 1 Tanjungpandan. Curriculum evaluation is essential to evaluate the effectiveness and efficiency of the curriculum implemented. In this context, the CIPP (Context, Input, Process, and Product) Model can be considered as a fairly appropriate approach to conduct curriculum evaluation.

In order to ensure the effectiveness and suitability of the Independent Driving School curriculum with the desired educational goals, it is necessary to conduct a thorough evaluation. Evaluation is an important step to identify successes, weaknesses, and potential improvements that can be made. Here are some of the reasons for choosing the evaluation of the CIPP model at Senior High School 1 Tanjungpandan related to the evaluation of the Independent Curriculum of the Driving School is that this evaluation can provide a more detailed explanation of the success of the program, help identify the strengths and weaknesses of the program, as well as provide the necessary direction of improvement, allow adaptation according to the specific needs and goals of the school, and by understanding the context, inputs, processes, and products, schools can measure the effectiveness of the implementation of the Independent Curriculum. And another reason for the CIPP model used as an evaluation model is that there are obstacles in the implementation of the Independent curriculum at Senior High School 1 Tanjungpandan such as 1) Inconsistency of Teachers. Even though the goals and objectives of the curriculum have been met, there are still weaknesses in teachers' consistency when implementing learning, which can affect the achievement of student learning outcomes. 2) Limited Facilities and Teaching Materials The lack of adequate facilities and teaching materials hinders the effectiveness of the implementation of the Independent Curriculum of Driving Schools, even though policies and support from related parties already exist. 3) Limited Teacher Creativity The learning and assessment process is going well, but teachers' creativity in teaching needs to be improved to ensure more efficient and engaging learning for students. 4) Alignment of Curriculum Values with Student Attitudes The achievement of the program has met the goals and objectives set, but there are questions about the extent to which the values expected in the Independent Curriculum of Driving Schools are reflected in students' attitudes and behaviors. For this reason, the CIPP evaluation model is very appropriate to evaluate the obstacles that occur at Senior High School 1 Tanjungpandan.

The author plans to carry out a study entitled "Evaluation of the Independent Curriculum at Senior High School 1 Tanjungpandan Belitung Regency" based on the results of observations in driving schools. This study aims to thoroughly examine the implementation of the Independent Curriculum, identify successes, challenges, and potential improvements in the implementation of the curriculum, in order to increase the effectiveness and efficiency of its implementation at Senior High School 1 Tanjungpandan.

2. Research Methodology

This research is an evaluation research that uses the CIPP model to assess the Independent Curriculum at Senior High School 1 Tanjungpandan, Belitung Regency. The CIPP model views the program as a system that can be thoroughly evaluated in terms of context, inputs, processes, and products (Aristya et al., 2023). The main purpose of this study is to evaluate the effectiveness, success, and impact of the implementation of the Independent Curriculum with results based on empirical, valid, and reliable data. The research was conducted for three months with a location at Senior High School 1 Tanjungpandan. The subjects of the study include stakeholders such as principals, curriculum representatives, student representatives, teachers, administrative staff, and students. The data source consists of primary data through surveys, interviews, and observations, as well as secondary data in the

form of administrative documents and literature (Amiruddin & Setialaksana, 2023). There are several tables contained in the research method and one of the tables listed is

Table 2. Independent Curriculum Evaluation Data Source

Component	Aspects	Indicators	Data source	Data Collection Instruments
<i>Background</i>	a. Curriculum Goals and Objectives	a. Stakeholder understanding of the objectives and objectives of the curriculum b. Fit the purpose with local needs	Headmaster	Interview Guidelines
	b. Needs and Expectations	c. Stakeholder satisfaction with meeting needs and expectations d. School response to stakeholder needs	Teacher	Observation Guidelines
	c. Educational Environment	e. Physical and social conditions at school f. Community support for the school	Student	Document Analysis
<i>Input</i>	a. Human Resources	a. Academic qualifications and teacher certifications b. Teacher participation in training	Headmaster	Interview Guidelines
	b. Learning Materials and Media	c. Availability and quality of textbooks, modules, and teaching aids d. The use of technology in learning	Teacher	Observation Guidelines
	c. Infrastructure	e. Availability and condition of classrooms, laboratories, libraries, and internet access f. Utilization of facilities by teachers and students	TU Staff	
	d. Funds and Budget	g. Efficiency and effectiveness of budget management h. Transparency of fund management	Student	
				Document Analysis

Table 3. Observation Guidelines

Y Yes	CIPP	Aspects	Objects of Observation	Description
1	<i>Background</i>	Educational Environment	a) Physical Condition of the School b) Social interaction	
2	<i>Input</i>	Human Resources	c) Teacher Qualifications and Competencies d) Teacher Training	
		Learning Materials and Media	e) Availability and use	
		Infrastructure	f) Educational Facilities g) Technology Availability	
	<i>Process</i>	Teaching Implementation	h) Teaching Methods i) Teacher-student interaction	
		Classroom Management	j) Management Strategy	

		Mentoring and Supervision	k) Implementation of Suoervisi	
	<i>Product</i>	Student Achievement	l) Academic achievements	
		Non-Academic Development	m) Social skills and creativity	
		Stakeholder Satisfaction	n) Satisfaction Rate	

Table 4. Document Analysis

Yes	CIPP	Document	Document Type	Aspects Analyzed
1	<i>Background</i>	Curriculum Planning	a. School Strategic Plan b. School Vision and Mission c. Learning Implementation Plan (LESSON PLAN) Document	a. Conformity of curriculum goals and objectives with the school's vision and mission b. The relationship between curriculum objectives and local needs
		Needs and Expectations	d. Interview results of teacher and student needs and expectations	c. The level of fulfillment of these needs and expectations
2	<i>Input</i>	Human Resources	a. Teacher training and professional development report	d. Teacher participation in training and development
		Learning Materials and Media	b. Textbooks, modules, and teaching aids used in the classroom c. Inventory of technology-based learning media	e. Availability and quality of learning materials f. The use of technology in learning
		Infrastructure	d. School Physical Condition Report e. Technology facilities and internet access in schools	g. Availability and condition of educational infrastructure h. Accessibility and utilization of facilities by students and teachers
		Funds and Budget	f. School Annual Budget Plan	i. Efficiency and effectiveness of budget management

The data is systematically analyzed to provide recommendations for program improvement. Data collection techniques include structured interviews, direct observation, and documentation, with each method focusing on important aspects such as curriculum objectives, human resources, teaching implementation, and learning outcomes. The analysis is carried out with reference to guidelines designed to ensure the completeness and accuracy of the evaluation.

Table 5. Success Criteria

Yes	Aspects/Sub-Aspects	Indicators
1	Background	
	Alignment of Curriculum Objectives	a. The goals and objectives of the curriculum are in line with the school's vision and mission. b. Curriculum objectives are relevant to the needs and expectations of students, teachers, and parents.
	Needs Mapping	c. The needs and expectations of stakeholders are well identified. d. The level of stakeholder satisfaction with meeting these needs is high.
	Environmental Support	e. The physical and social environment of the school supports the teaching and learning process. f. Community and environmental support for the high school.
2	Input	
	Teacher Qualifications and Competencies	g. The majority of teachers have appropriate qualifications and adequate competence. h. Teachers regularly participate in professional training and development.
	Availability and Quality of Learning Materials	i. Textbooks, modules, and teaching aids are available in sufficient and quality quantities. j. Learning technology is used effectively in the teaching and learning process.
	Infrastructure and Facilities	k. Classrooms, laboratories, libraries, and sports facilities are in good and adequate condition. l. Internet access and technology devices are available and used optimally.
	Fund and Budget Management	m. Funds and budgets are managed efficiently and effectively. n. The fund management process is transparent and accountable.

3.Result and Discussion

3.1 Research Result

The results of this study show that the implementation of the Independent Curriculum at Senior High School 1 Tanjungpandan Belitung Regency has had a positive impact, although there are a number of challenges that need to be overcome. Based on the evaluation using the CIPP model, this study identifies four main aspects: context, input, process, and product. In the context aspect, it was found that there was significant support from various parties, including the government, the community, and the school. This support shows that the Independent Curriculum has received serious attention as a strategic step to improve the quality of education. However, this study also reveals that the readiness of human resources and facilities is still a significant obstacle in its implementation. One of the weaknesses faced by at Senior High School 1 Tanjungpandan related to human resources is that some civil servants are entering retirement age, causing a shortage of teachers in several subjects. The following is a table of the number and conditions of education staff and the number of students at the beginning of the 2023/2024 academic year.

Table 6. Number of Educators

Yes	Information	Sum
1	Registered on Dapodik	48
	Not Yet Registered on Dapodik	-
2	PNS	34
	PPPK	12
	Non-PNS/GTT	2
3	Certified Educator	36
	Not yet Certified Educator	11
4	S1 Degree	48
	S2 Degree	-

Table 7. Condition of Education Personnel

Yes	Information	Sum
1	Registered on Dapodik	21
	Not Yet Registered on Dapodik	-
2	PNS	3
	Non-PNS/PTT	18
3	S2 Degree	1
	S1 Degree	3
	D3 Degree	3
	High School/Vocational Diploma	14
	Junior High School Diploma	-
	Elementary School Diploma	-

Table 8. Number of students at the beginning of the 2023/2024 Academic Year

Yes	Class	Program	Husband	Pr	Sum
1	X	-	85	171	256
2	XI	-	110	170	280
3	XII MIPA	MIPA	54	82	136
4	XII IIS	IIS	46	83	129
5	XII	Language	11	20	31
	Total		306	526	832

In terms of input, this study highlights that the teacher training carried out has not been fully effective. Many teachers still need further competency development to understand and implement the principles of the Independent Curriculum. In addition, the limitation of educational facilities and teaching

materials is also an obstacle that affects the effectiveness of the implementation of the curriculum. In terms of process, despite the increase in student creativity and participation, it was found that the learning strategies implemented by educators still need to be adjusted to be more effective. Teachers need to adopt more innovative and flexible learning methods to support the diverse needs of students.

In terms of products, the results of the study show that the Independent Curriculum has succeeded in improving student learning outcomes in several areas. However, there are gaps in implementation, where not all students get the same benefits from this curriculum. Challenges such as the mismatch between curriculum values and student attitudes, as well as the lack of a comprehensive evaluation of the impact of the curriculum on student character development, are of primary concern.

Overall, this study concludes that the Independent Curriculum has made a positive contribution to education at Senior High School 1 Tanjungpandan. However, to achieve more optimal results, improvements in teacher training, adequate provision of educational resources, and more targeted implementation strategies are needed. This study recommends the development of continuous training programs for teachers, increased infrastructure support, and a collaborative approach between schools and the community to strengthen the implementation of the Independent Curriculum. With these steps, it is hoped that the desired educational goals can be achieved to the maximum.

3.2 Discussion

The Driving School is a school that prioritizes the development of student learning outcomes where in the driving school associates one of the themes, namely the Pancasila Student Profile (Javanisa et al., n.d., p. 2). This program aims to create a better educational ecosystem through strengthening the competencies of school principals, teachers, and students. Evaluation of the implementation of this program is important to ensure the effectiveness and efficiency of various aspects implemented. With the existence of the driving school program, it is hoped that it can reduce the shortage of school principals in carrying out the performance and ability of school management. The driving school is focused and comprehensive and has character, which is a government program that is followed at all levels, both public and private, with the aim of making gradual changes. (Marliyani & Iskandar, 2022, p. 1).

The evaluation of the independent curriculum is a series of systematic efforts that aim to improve the curriculum (independent curriculum) with diverse learning, both the curriculum that is still in the development stage and those that have been implemented so that they become better and more prepared in the future (Puspitasari et al., 2023, p. 52). In this section, a discussion of the results of the research that has been presented previously is presented. And before the researcher explains the discussion of the results of interviews and observations that have been carried out, the researcher will explain the aspects and criteria for the evaluation of the Merdeka curriculum carried out at Senior High School 1 Tanjungpandan as a driving school, here is the table:

Table 9. Aspects and Criteria for Evaluation of the Independent Curriculum

Research Object	Aspects Evaluated	Success Criteria
<i>Background</i>	Conformity with the School's Vision and Mission.	a. Curriculum objectives support the school's vision and mission b. The purpose of the curriculum is understood by stakeholders c. Stakeholder satisfaction level with high

		curriculum objectives
	Relevance to Stakeholder Needs	d. The curriculum is tailored to the needs of students, parents, and teachers e. Stakeholder satisfaction level with the curriculum is high
	Environmental Support	f. The physical and social environment of the school supports the teaching and learning process g. The level of community support for high schools
<i>Input</i>	Teacher Qualifications and Competencies	h. The majority of teachers have the appropriate qualifications and competencies i. Teachers regularly participate in training and professional development
	Learning Materials and Resources	j. Textbooks, modules, and teaching aids are available in sufficient and quality quantities k. Learning technology is used effectively
	Infrastructure and Facilities	l. Classrooms, laboratories, libraries, and sports facilities are in good and adequate condition m. Internet access and technology devices are available and used optimally
	Fund and Budget Management	n. Funds and budgets are managed efficiently and effectively - The fund management process is transparent and accountable
<i>Process</i>	Teaching Implementation	o. Teaching is carried out according to the planned method p. Innovative teaching methods are applied consistently and effectively
	Teacher-Student Interaction	q. High-quality interaction and communication between teachers and students r. Active participation of students in high class activities
	Classroom Management	s. Teachers implement effective classroom management strategies t. Challenges in classroom management can be

		overcome well
	Monitoring and Supervision	u. Monitoring and supervision are carried out regularly and effectively v. The results of supervision are well followed up
Product	Student Academic Achievement	w. Students' academic achievements are recognized and rewarded
	Non-Academic Development	x. Students' social skills, creativity, and attitudes develop well
	Stakeholder Satisfaction	y. Feedback from stakeholders is well received and followed up
	Long-Term Impact	z. Alumni are ready to pursue their education to a higher level or enter the professional world

The results of this study are based on data obtained through field observations, documentation, and interviews with various resource persons at Senior High School 1 Tanjungpandan. The following is a discussion of the results and findings of the research that has been carried out:

1. Evaluation of the Context of the Implementation of the Independent Curriculum

The Independent Curriculum is implemented at Senior High School 1 Tanjungpandan to improve the quality of education, provide space for creativity, and adjust to the needs and potential of students. From interviews with principals and teachers, it was found that this curriculum is very relevant to the school's vision and mission. The Merdeka Curriculum is also applied to improve the quality of education and provide space for creativity and innovation of teachers and students. Context evaluation includes an analysis of school needs, educational goals, and educational policies underlying the implementation of the Independent Curriculum. The Merdeka Curriculum is an initiative in the transformation of national education that aims to prepare the younger generation to face global challenges. According to Dr. Didik Suhardi, Director of Primary and Secondary Education of the Ministry of Education, Culture, Research, and Technology of the Republic of Indonesia (2020, p. 123-135), this approach is designed to provide more flexibility to schools in designing curricula that suit local needs and global progress.

When viewed from the aspect of the context component, it can be said that these components are met, namely: SCHOOL OPERATIONAL CURRICULUM which is in line with the school's vision and mission, learning outcomes that are relevant to the competencies and scope of the material, and learning materials that are in accordance with the needs of students (Puspitasari et al., 2023, p. 57). Similarly, Senior High School 1 Tanjungpandan has specific needs, such as developing local potential and improving student competence in information technology. The Independent Curriculum is considered relevant and in accordance with the school's vision and mission, because it is able to answer these needs by providing flexibility in the development of teaching materials and teaching methods so that this can be said *well implemented*. This is in accordance with what Arief Rachman (2015, p. 23-45) stated that the

needs of schools are not only limited to physical and curriculum aspects, but also include the need for management, management, and continuous development in the context of modern education.

So it can be concluded from the findings of the study that the implementation of the Independent Curriculum at Senior High School 1 Tanjungpandan is *carried out "well"* because it has the potential to meet the needs of schools, such as the development of local potential and the improvement of student competence in the field of information technology and this curriculum is also considered to provide much-needed flexibility in developing teaching materials that are relevant to the local context and meet the needs of the school information technology that is increasingly complex. With the existence of the Independent Curriculum, schools can be more responsive to local and global dynamics. This not only supports the development of students' potential but also prepares students to better face future challenges, according to the demands of the ever-changing times.

2. Evaluation of Input for the implementation of the Independent Curriculum

Evaluation of inputs in the context of the Independent Curriculum includes an in-depth analysis of the human resources, materials, and infrastructure available in schools. The purpose of the evaluation of the input is to assess the quality, suitability, and suitability of these components with the expected educational objectives. Integrative assessments are used to determine the strengths of existing assets and resources, possible alternative strategies, as well as how best to meet the needs that have been identified. (Mukhdlor *et al.*, 2024, p. 4). Based on observations and documentation, it is shown that Senior High School 1 Tanjungpandan has competent and dedicated teachers and has adequate qualifications to implement the Independent Curriculum, which emphasizes creativity and innovation in the learning process.

Based on relevant research, the evaluation of inputs is carried out by evaluating the level of school readiness, the condition of facilities and infrastructure, the capacity of stakeholders and staff, and students' responses to independent learning in the curriculum. According to RR Sutaris (2022), research on the feasibility of implementing an independent curriculum shows that facilities and infrastructure are one of the factors that affect the effectiveness of program implementation. (Ekayana & Ratnaya, 2022). However, the evaluation also revealed shortcomings in supporting facilities and infrastructure in schools. This includes facility infrastructure such as classrooms, laboratories, and libraries, as well as access to the technology needed to support information technology-based learning. This deficiency can affect the effectiveness of the implementation of the Independent Curriculum, which relies heavily on the use of technology and the availability of adequate facilities.

The evaluation of this input highlights the importance of strengthening school infrastructure as part of efforts to improve the implementation of the Independent Curriculum. This will help ensure that all the potential of teachers and students can be optimized in achieving broader educational goals in accordance with the vision and mission of Senior High School 1 Tanjungpandan. The results of the evaluation of the Independent Curriculum input identified a number of significant challenges that affect the learning process, especially related to infrastructure and technological readiness. One of the main challenges is the unstable internet access. Inconsistent internet availability can hinder students and teachers in accessing digital resources that are essential for interactive and online-based learning, as recommended by the Independent Curriculum. This can limit the potential use of technology to improve the quality of learning in schools. In addition, the lack of props is also a major concern. Educational aids are indispensable to support active learning and experimentation, which is an integral focus of the Independent Curriculum that encourages students' exploration and creativity. This deficiency can limit the teacher's ability to present material interactively and deepen the understanding of the concepts taught to students.

Research conducted at Senior High School 1 Tanjungpandan shows that the implementation of the Independent Curriculum can be said to be *"good"* in terms of input evaluation. This success can be seen from the ability and commitment of qualified teachers to implement the Independent Curriculum, which emphasizes innovation and creativity in learning. However, there are some other elements of teacher availability and ability that need to be improved in order for the project to run better. Overall, these findings underscore the importance of further investment in supporting technology infrastructure, meeting the need for educational aids, and improving training for teachers in implementing technology to support modern learning. With this effort, Senior High School 1 Tanjungpandan can more effectively utilize the potential of the Independent Curriculum to better prepare students to face future challenges.

3. Evaluation of the Independent Curriculum Implementation Process

Observations of the implementation of the Independent Curriculum show that there are variations and innovations in the teaching methods applied by teachers. As stated by Tjokroadmudjoyo (2014, p. 7) explains that implementation involves a series of activities that start from the formulation of policies to achieve certain goals, by transforming those policies into programs and projects that can be implemented concretely. The purpose of the process evaluation in the CIPP model is to show the extent to which program activities have been implemented according to the plan. Teachers at Senior High School 1 Tanjungpandan use a diverse approach in delivering subject matter, in accordance with the spirit of the Independent Curriculum which encourages exploration and creativity in the learning process. This approach includes not only the use of technology in the classroom, but also active learning strategies such as group discussions, collaborative projects, and problem-based assignments.

In addition, students are seen to be active and involved in the learning process. They not only receive information from teachers, but are also invited to actively participate in discussions, experiments, and other learning activities. This reflects the Independent Curriculum approach that emphasizes student-based learning, where students are not only recipients of information but also the main actors in the learning process.

Thus, this study indicates that the implementation of the Independent Curriculum at at Senior High School 1 Tanjungpandan has succeeded in stimulating a variety of innovative teaching strategies from teachers and supporting the active role of students in learning activities. This approach not only follows the traditional approach, but it also adapts to the demands of the times to better prepare students for future challenges and students also feel more motivated with this new approach. Students respond positively to a variety of innovative teaching methods, which encourages active participation in the teaching and learning process. Nonetheless, some students may take longer to fully adapt to the change. Although the implementation is generally going well, there are several challenges that arise related to adjustments to technology and coordination between teachers in the Independent Curriculum. The use of technology in the Independent Curriculum requires adaptation time for some teachers to integrate technology into the learning process effectively.

Overall, the evaluation of the process on the implementation of the Independent curriculum at Senior High School 1 Tanjungpandan has been said to have been carried out by *"good"*. Although there are challenges in technology integration and coordination between teachers, the positive response from students shows that the Independent Curriculum has succeeded in attracting their interest and providing additional motivation in the learning process whereas in previous research it has been stated that in the implementation process there are still many teachers who have not implemented the learning principles in the Independent Curriculum, where learning must be active, creative, innovative, and fun and uses different learning methods." (Nurrahman et al., 2023, p. 5).

4. Evaluation of Independent Curriculum Implementation Products

Product Evaluation aims to see the extent to which the independent curriculum has a direct impact on its implementation that is felt by schools. Based on the results of the evaluation, the implementation of the independent curriculum has had a direct impact but has not been felt by many students of Senior High School 1 Tanjungpandan. The Merdeka Curriculum carries an approach that emphasizes skill development, problem-solving, creativity, and high-level thinking skills. The implementation of the Independent Curriculum takes a long time to see significant results. In addition, it still takes time to adapt to the changes in the curriculum, both for teachers and students of Senior High School 1 Tanjungpandan. In product evaluation, the implementation of the Independent Curriculum cannot be seen comprehensively because it requires a more in-depth assessment. The Merdeka Curriculum carries an approach that emphasizes skill development, problem-solving, creativity, and high-level thinking skills (Nurrahman et al., 2023, p. 6). This is also relevant to the research conducted *Muji, Gistituati, Bentri, and Okta Falma (2021)* that the results of the implementation of the curriculum, such as student learning achievement and the overall impact of education. The results of the study showed positive results, including increasing academic achievement and improving the quality of education as stated by Sudjana (2017, p. 22), learning outcomes are the abilities that students have after they experience the learning process. The evaluation of learning outcomes can be carried out through various techniques, such as tests, which produce scores as indicators of student achievement. Despite improvements in creativity and critical thinking skills, there is still a need to improve academic achievement in some subjects. This suggests that although students have good creative and critical skills, they may face difficulties in applying this knowledge and skills consistently in certain academic contexts.

Overall, the evaluation of the product which is the learning outcome of students at Senior High School 1 Tanjungpandan shows positive progress or can be said to be "*good*", especially in the aspects of creativity and critical thinking skills. However, there needs to be special attention to improving their academic achievement in certain subjects with strategies that may place more emphasis on the application of creativity and critical thinking in a more varied and well-rounded academic context. The Merdeka Curriculum, which has been implemented in more than 80% of educational units in Indonesia until the 2023/2024 school year, including at Senior High School 1 Tanjungpandan as a driving school, has also succeeded in showing its success in involving parents and students. Parents are increasingly aware of the importance of cooperation with schools in developing children's potential through the Independent Curriculum approach. Active collaboration between schools and parents has created a supportive and enjoyable educational environment for children. Within the framework of the Independent Curriculum, there is a practice of mutual cooperation between schools and parents to strengthen children's education. In addition, this curriculum provides more time for the development of competencies and character through diverse co-curricular activities, such as climate change, anti-radicalism, mental health, culture, entrepreneurship, technology, and democratic life.

Nonetheless, there is hope for further improvement in students' technical and academic skills. The role of parents in supporting the learning process at home is becoming increasingly crucial in the context of the Independent Curriculum. With strong support from parents, it is hoped that students can better optimize their potential in various aspects of education.

4. Conclusions

In Chapter V, the researcher explains in detail the results of the summary drawn from the findings discussed earlier. In addition, this chapter will also present suggestions or recommendations based on the results of research that has been carried out. This study aims to evaluate the implementation of the Independent Curriculum at Senior High School 1 Tanjungpandan through the CIPP (Context, Input,

Process, and Product) assessment/evaluation approach. Based on the results of the analysis of each aspect, the conclusion is as follows: In the context evaluation, the implementation of the Independent Curriculum at Senior High School 1 Tanjungpandan is relevant to the needs of students and the local community. This curriculum is supported by the school's vision that seeks to encourage learning based on independence and creativity. However, there are still challenges in terms of learning environment readiness, especially in the availability of facilities and resources that support innovative, student-centered learning.

The evaluation of the input of Senior High School 1 Tanjungpandan has made good preparations related to resources and teacher training. Teachers have received sufficient training to understand the principles of the Independent Curriculum, although some teachers still need further in-depth knowledge of different learning methods. Infrastructure such as digital learning support technology is also still limited, which affects the optimization of the implementation of this curriculum.

In the implementation of process evaluation, project-based learning methods and independence have begun to be applied by teachers. However, not all teachers are able to integrate the principles of the Independent Curriculum consistently in teaching and learning activities. Student participation in the learning process increased, but there was variation in the level of students' understanding of this new method. In addition, obstacles such as adaptation time and resistance to change from several parties were also identified.

In terms of evaluation of results, the Independent Curriculum at Senior High School 1 Tanjungpandan showed an increase in student involvement in learning and developing skills such as creativity and collaboration. However, students' academic results in general have not shown significant improvement. This indicates the need for improvement in the implementation and monitoring process so that the expected results are in accordance with the curriculum objectives.

Overall, the implementation of the Independent Curriculum at Senior High School 1 Tanjungpandan is still in the transition stage and requires further efforts in terms of strengthening teacher understanding, increasing infrastructure support, and supervising the learning process to achieve optimal results.

The results of this study recommend that the government should help teachers improve their understanding of the curriculum, lesson planning and implementation, the Pancasila Student Profile Strengthening project, and learning assessment. To improve the quality of learning, teachers must prepare lessons according to the lesson plan, use teaching aids or teaching tools that attract students' attention and interest, provide student facilitation in exploration, development, and verification activities, and utilize interesting and fun teaching models/styles. Thus, the conclusion of the evaluation of the implementation of the Independent Curriculum at Senior High School 1 Tanjungpandan shows a systematic effort to identify challenges, utilize strengths, and make continuous improvements to achieve optimal educational goals in accordance with the local context and school visions and missions.

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