

EVALUATION OF THE IMPLEMENTATION INDEPENDENT CURRICULUM (KURIKULUM MERDEKA) IN INCREASING EFFECTIVENESS AT ELEMENTARY SCHOOLS IN 2025

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ABSTRACT

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This research is an evaluation study using the CIPP model, with the aim of assessing the implementation of the independent curriculum in elementary schools, focusing on context, input, process, and product. The sources in this study were teachers taken using purposive sampling techniques. The data used was descriptive analysis. The results of the study showed that the context evaluation in the form of suitability of school criteria, content standards and school objectives sufficiently

supported the implementation of the independent curriculum, the input evaluation stated that readiness, understanding of the preparation and infrastructure were quite ready although there were still components of infrastructure that needed to be optimized again, the process evaluation in the form of curriculum implementation was not optimal because some teachers' understanding of the independent curriculum was inadequate, the product evaluation discussed the effectiveness of the independent curriculum in improving their abilities and learning outcomes. The conclusion of this study is that the evaluation of the implementation of the independent curriculum is quite good, although not yet truly optimal. It can be submitted to the education office regarding mentoring activities to improve teacher competency, to create quality learning, and help determine policy steps in making improvements to

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the implementation of the independent curriculum.

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I. Introduction

Education is the main base for a country's growth. According to the 1945 Constitution of the Republic of Indonesia, every citizen has the right to education. So, the government is responsible for making sure that all citizens have access to education. When it comes to education, the curriculum is very important because it helps achieve the goals of education according to the country's needs. That's why it's important to pay close attention to the curriculum, from what it aims to do, to how it is planned and carried out.

So far, education policies in Indonesia keep changing to meet the needs of the times.

One example is the introduction of the "Independent Curriculum" (Kurikulum Merdeka). This was created to deal with the problems caused by the pandemic, such as learning loss and poor quality of education in Indonesia. The new curriculum aims to provide more flexible, student-focused learning that supports meaningful learning and meets current needs. However, implementing this new curriculum brings both challenges and opportunities, especially when it comes to managing the change in the education field.

II. Methods

This study used a qualitative method with a case study approach to explore how the curriculum is implemented in four elementary schools. The four schools were chosen on purpose because they have

different features in terms of where they are located, how big they are, and the backgrounds of their students.

To collect information, the researchers conducted interviews. These interviews focused on the teachers' experiences and their views about how the curriculum is being implemented, the difficulties they face, and the ways they handle those challenges.

The data from the interviews were analyzed using thematic analysis. This process involved writing down what was said, grouping similar ideas to find main topics, looking at how these topics connect, and comparing the findings across the four schools to see what is similar and what is different about how the curriculum is being implemented.

To make sure the data was accurate and reliable, the researchers used a method called triangulation. This means they checked the data from different sources and used different ways to collect information. They also made sure the data was correct by asking the people who were interviewed for their opinions on what was said during the interviews.

Using this approach, the researchers hoped to learn more about how the curriculum is implemented in elementary schools and what factors help or hinder this process. The research took place in four primary schools: three in the Pamijahan District of Bogor Regency and one in the Jasinga District of Bogor Regency.

These schools were chosen because they have different characteristics in terms of location, size, and student backgrounds. There were four participants in the study, one teacher from each of the four schools. The main tool used to gather information was semi-structured interviews. These interviews were done to collect data about how the Merdeka curriculum is being applied in elementary schools. The researcher talked to each participant and recorded what was said.

The success of the curriculum implementation was measured using a framework developed by Mulyasa (2021) in his book

"Implementasi Kurikulum Merdeka". This framework includes important areas such as planning the curriculum, carrying out the curriculum, and assessing its effectiveness.

The research followed these steps. First, the researcher interviewed the teachers at the four chosen schools. Second, the researcher analyzed the interview information using thematic analysis. Third, the researcher wrote a report and made conclusions about how the independent curriculum is being implemented in elementary schools. The research took place in four primary schools: three in the Pamijahan District of Bogor Regency and one in the Jasinga District of Bogor Regency. These schools were chosen because they have different characteristics in terms of location, size, and student backgrounds. There were four participants in the study, one teacher from each of the four schools. The main tool used to gather information was semi-structured interviews. These interviews were done to collect data about how the Merdeka curriculum is being applied in elementary schools. The researcher talked to each participant and recorded what was said. The success of the curriculum implementation was measured using a framework developed by Mulyasa (2021) in his book "Implementasi Kurikulum Merdeka." This framework includes important areas such as planning the curriculum, carrying out the curriculum, and assessing its effectiveness.

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III. Result and Discussions

Research on how the school implemented an independent curriculum shows that it's doing well, but there's still room for improvement.

Looking at the context, the school isn't fully ready to implement this curriculum. Some teachers don't fully understand how to create creative and innovative teaching materials that match the students' needs. More workshops would help because teachers need more guidance, especially those who aren't experienced in making these kinds of materials. This matches what (Rizki & Fahkrunisa, 2022) found – that there are many challenges in implementing the independent curriculum, especially for schools and education offices, and that workshops are needed to help. In terms of input, the school is doing fairly well, but teachers still need more training to improve their skills. Also, the school doesn't have enough learning resources, which makes it harder for teachers to find good materials. During the process, teachers try their best to make learning meaningful for students, even with the challenges they face.

They want students to understand and enjoy learning.

The product evaluation shows that students' grades and skills have generally improved, but not completely, because of the earlier mentioned issues. Teachers are motivated to give the best learning experience. They provide education that matches students' progress and needs. If teachers don't use alternative learning methods, they might miss students' needs and create learning gaps. (Margaret 2017)

IV. Conclusion

Based on the study's findings, the Merdeka Curriculum needs support from education institutions to help teachers improve their performance and understanding of the curriculum. This includes guidance in planning lessons, delivering instruction, carrying out the Pancasila Student Profile Project, and assessing students. The researchers also hope this study can serve as a guide for future decisions to make the Merdeka Curriculum work better.

Schools need good buildings and tools to help teachers use digital learning methods. This will help keep students interested, motivated, and focused. To make learning better, teachers should plan lessons carefully according to their plans. They should use materials that grab students' attention and interest, and help them explore, think more deeply, and confirm what they've learned. Teachers should also use fun and active teaching methods.

V. References

Mulyasa, E. (2021). *Implementation of the Independent Curriculum*. Bandung: Remaja Rosdakarya.