

Evaluation of the Implementation of the Independent Curriculum Using the CIPP Model (Context, Input, Process and Product)

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Abstract

This study aims to evaluate the implementation of the Independent Curriculum at MITQ Al Manar Klaten using the CIPP (Context, Input, Process, and Product) evaluation model. This research is an evaluative study with a qualitative approach. Data were collected through in-depth interviews, participatory observation, and documentation studies, with informants such as the madrasah principal, vice-principal, and teachers. Data analysis used the Miles, Huberman, and Saldana model, which includes data condensation, data presentation, and conclusion drawing. The results show that in terms of context, the madrasah environment supports the implementation of the Independent Curriculum and some teachers have gained sufficient understanding through the training they have attended. In terms of input, the madrasah has prepared qualified human resources, provided both online and offline training, and equipped learning facilities and infrastructure. In terms of process, teachers have implemented learning according to the stages of the Independent Curriculum, from planning, implementation, to evaluation, although obstacles such as suboptimal student participation have been encountered. In terms of product aspects, learning outcomes and reinforcement of the Pancasila Student Profile have not yet fully demonstrated optimal results because the curriculum's implementation is still relatively new and requires time to demonstrate significant impact. Therefore, ongoing evaluation and strengthening strategies are needed to increase the effectiveness of the Independent Curriculum implementation in schools.

Keywords: curriculum evaluation, Independent Curriculum, CIPP model, basic education, learning.

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1. Introduction

Education is the primary foundation for preparing the younger generation to face the various demands and challenges of the future (Fatoni & Subando, 2024a). Amidst increasingly dynamic and complex developments, the curriculum plays a strategic role in ensuring relevant and effective learning for students. The Independent Curriculum (Kurikulum Merdeka) is presented as an effort to restore and transform education in Indonesia to compete with other countries (Nugraha, 2022).

Conceptually, the Independent Curriculum is designed to provide students with greater flexibility in the learning process, allowing them to develop their potential according to their interests and talents, both independently and through teacher guidance. Implementation of this curriculum is expected to create more critical, meaningful, contextual, varied, and progressive learning. However, its successful implementation requires collaboration, commitment, and commitment from all educational stakeholders.

In general, the Independent Curriculum is an improvement on the 2013 Curriculum, with various modifications to address previously identified weaknesses (Gumelar et al., 2023). According to the National Education Standards Agency (BSNP), the Independent Curriculum emphasizes a student-centered learning approach, with flexibility in character and competency development. Its implementation refers to the Decree of the Minister of Education, Culture, Research and Technology Number 262/M/2022.

However, in practice, various challenges remain, both in the planning, implementation, and evaluation stages of learning. This is understandable given that this curriculum is relatively new, requiring various parties to adapt to its implementation (Hakim & Surahmi, 2025). Therefore, ongoing monitoring and evaluation are necessary to assess the effectiveness and success of its implementation.

Another problem that frequently arises in curriculum implementation in Indonesia is the disparity between regions. Geographical and socio-cultural differences impact the availability of educational facilities and infrastructure. Schools in urban areas tend to be more prepared to adopt new policies than schools in remote areas, potentially leading to disparities in educational quality (Wengi, 2024). Furthermore, teacher readiness is a determining factor in successful implementation. Teachers are required not only to understand the curriculum's substance but also to be able to apply it effectively. Limited training and mentoring are key obstacles. The use of learning technology also faces unique challenges, particularly in areas with limited access.

Curriculum evaluation plays a crucial role in ensuring the achievement of established educational goals (Fatoni & Subando, 2024b). The evaluation process must be carried out systematically and based on curriculum evaluation principles to ensure accurate and beneficial results for all stakeholders. Evaluation aims to assess the effectiveness, relevance, efficiency, and feasibility of a curriculum (Ariva, 2024). Through evaluation, various aspects that need to be maintained, improved, or enhanced can be comprehensively identified. The results of this evaluation can form the basis for policymaking by curriculum developers and education stakeholders, as well as serve as a reference for school principals and teachers in improving the quality of learning.

One relevant evaluation model used to assess the implementation of the Independent Curriculum is the CIPP (Context, Input, Process, Product) model. This model evaluates the program comprehensively through four main components. Context evaluation focuses on analyzing needs, objectives, policies, and environmental conditions that influence program implementation. Input evaluation includes the readiness of resources such as curriculum documents, teaching staff, infrastructure, learning media, and other supporting facilities. Process evaluation assesses learning implementation, program management, and the evaluation mechanisms implemented. Meanwhile, product evaluation examines the results achieved, both short-term and long-term (Artanto et al., 2023; Fatoni, 2025).

The CIPP model was chosen because it provides a comprehensive overview, not only of the final results but also of aspects of program planning and implementation. This approach is considered appropriate for evaluating new education policies such as the Independent Curriculum.

Several previous studies have used the CIPP model to evaluate education programs. Muhammad Turmuzi (2022) evaluated the implementation of the 2013 Curriculum using the CIPP model. Sufyan Suri (2024) examined the evaluation of the Cambridge curriculum implementation using a similar approach. Lina (2019) also applied the CIPP analysis to evaluate the Holistic Integrative Service program in Early Childhood Education (PAUD).

In this study, researchers evaluated the implementation of the Independent Curriculum at MITQ Al Manar Klaten using the CIPP evaluation model. This research is novel in its context and subject matter, as it specifically examines the implementation of the Independent Curriculum at the Islamic elementary school (madrasah ibtidaiyah) level, based on memorization (tahfiz) in Klaten Regency. Therefore, this research is expected to provide an empirical contribution to enriching the evaluation of the Independent Curriculum implementation in religious-based elementary education units.

2. Method

This research is an evaluative study with a qualitative approach. Data collection was conducted through in-depth interviews, participant observation, and documentation studies. Data analysis techniques refer to the Miles, Huberman, and Saldana model, which includes data condensation, data presentation, and drawing and verifying conclusions (Qomaruddin & Sya'diyah, 2024). Interviews were conducted openly with several

key informants, namely the madrasah principal, vice-principal, and subject teachers directly involved in the implementation of the Independent Curriculum.

This study used the CIPP model evaluation design, which encompasses four main components: context, input, process, and product. The context evaluation aimed to identify various factors influencing the implementation of the Independent Curriculum. The input evaluation aimed to assess the readiness and utilization of supporting resources in curriculum implementation. The process evaluation focused on tracking the overall program implementation during the implementation of the Independent Curriculum, through the collection of data and information related to learning practices. Meanwhile, the product evaluation aimed to assess the implementation outcomes, including the level of achievement of curriculum objectives and the quality of implementation.

Informants were selected using purposive sampling, considering their direct role in the implementation of the Independent Curriculum, both as policymakers (madrasah principals) and technical implementers (teachers). Therefore, informants were expected to provide in-depth and relevant information in line with the evaluation focus for each CIPP component.

To ensure data validity, this study employed source and method triangulation techniques, comparing the results of interviews, observations, and documentation from various informants. Member checking was also conducted with several key informants to ensure consistency between the researcher's interpretations and the statements made by the informants.

This research was conducted over one semester, focusing on learning implementation, assessment systems, and extracurricular activities that support the implementation of the Independent Curriculum.

3. Results

3.1 Context

The context component in the CIPP-based Independent Curriculum evaluation refers to a comprehensive understanding of the educational conditions and environment that influence the curriculum's implementation. Context analysis is a crucial stage in the evaluation because various environmental factors can directly impact the successful implementation of the Independent Curriculum. A thorough understanding of the context allows evaluators to obtain a more accurate picture and formulate appropriate recommendations to improve the effectiveness of curriculum implementation (Aprilia, 2024). In general, context evaluation aims to examine the needs and initial conditions before the program is implemented (Zakir, 2024).

Based on observations at MITQ Al Manar Klaten, the madrasah environment generally supports the implementation of the Independent Curriculum. A safe, orderly, and conducive learning environment is a supporting factor in achieving the curriculum's objectives. The religious and structured madrasah environment also positively contributes to character formation and strengthening student profiles.

However, in terms of teachers' understanding of the implementation of the Independent Curriculum, varying levels of readiness were still found. Some teachers already understand the concept and implementation mechanisms of the Independent Curriculum due to regular training or workshops. However, some teachers still lack a thorough understanding of the development of teaching materials, particularly in developing learning outcome-based modules. This situation highlights the need for strategic steps from madrasahs to improve teacher competency, such as through further training, intensive mentoring, and forums for sharing best practices. New teachers, in particular, still require ongoing socialization and coaching to optimally implement the curriculum.

This finding aligns with research by Windayanti (2023), which revealed that teachers experience challenges in developing learning materials due to limited understanding of the Independent Curriculum. This research confirms that the process of adapting to the new curriculum requires systematic and continuous training so that teachers can effectively design teaching modules aligned with learning outcomes.

Furthermore, Agugoesi (2022) stated that curriculum changes require intensive training and adequate mentoring to help teachers internalize the new learning paradigm and apply it in their teaching practice. With this support, the implementation of the Independent Curriculum can be more optimal. This also aligns with the opinion of Fadhli (2022), who stated that the implementation of the Independent Curriculum faces

various challenges, necessitating collaboration between the Education Office and educational units in organizing workshops and providing more active and targeted mentoring.

3.2 Input

In curriculum evaluation, input components refer to the various elements used in curriculum planning and implementation. Input evaluation aims to assess the quality, relevance, and suitability of these components to the desired educational objectives (Aprilia, 2024) Input elements that require analysis include curriculum guidelines, learning materials, teaching strategies or methods, resource availability, and teacher training (Bali & Ndeot, 2023).

Based on an interview with the principal of MITQ Al Manar Klaten, it was revealed that in implementing the Merdeka Curriculum, the madrasah strives to ensure the readiness of competent human resources. All teachers are required to participate in training related to the Merdeka Curriculum implementation, both online through the Merdeka Mengajar Platform and offline through workshops and coaching. Furthermore, the madrasah also provides facilities and infrastructure to support the Merdeka Curriculum-based learning process, including qualified teaching staff with bachelor's degrees, official curriculum guidelines, and relevant learning media.

An interview was also conducted with the Vice Principal of MITQ Al Manar Klaten on the same date. He stated that the madrasah encourages teachers to develop teaching modules, learning materials, and strategies that align with the Merdeka Curriculum implementation guidelines. Teachers are also directed to optimize the use of provided facilities and infrastructure to support effective learning.

Based on the interview findings, it can be concluded that the implementation of the Merdeka Curriculum at MITQ Al Manar Klaten is supported by adequate input components, both in terms of human resources and supporting facilities. In terms of human resources, teachers and other educational staff possess the qualifications and competencies relevant to the curriculum's demands. Institutional support in the form of clear implementation guidelines and the provision of appropriate learning media are also important factors in supporting the successful implementation of the Merdeka Curriculum.

3.3 Process

Process evaluation aims to assess the alignment between curriculum implementation and pre-planned strategies. This assessment encompasses the implementation of learning activities, the parties responsible for implementation, and the timeliness of program implementation. In the context of the Independent Curriculum, process evaluation is conducted through a comprehensive analysis of ongoing learning practices in educational units.

Generally, process evaluation is intended to provide feedback to program managers and educators regarding the level of alignment of implementation with established plans and schedules. If there are aspects that need to be adjusted or developed, the results of the process evaluation can serve as a basis for making improvements (Artanto et al., 2023). Furthermore, process evaluation also serves as an indicator of program implementation success and as comprehensive documentation of the implementation of the planned plan (Rama et al., 2023).

Process evaluation also examines how the implementation of the educational program is taking place, including the level of student participation, interaction patterns between teachers and students, alignment between planning and learning practices, appropriateness of materials, media use, methods applied, and the assessment system used.

In implementing the Independent Curriculum at MITQ Al Manar Klaten, teachers adhere to the official curriculum implementation guidelines, which go through three main stages: planning, implementation, and evaluation of learning. This aligns with the Ministry of Education, Culture, Research, and Technology regulations, which emphasize that the implementation of the Independent Curriculum must be carried out systematically through these stages.

In the planning stage, teachers prepare teaching modules, learning strategies, and media to be used in teaching and learning activities. Teaching modules in the Independent Curriculum play a central role as the primary tool in supporting smooth classroom learning. Successful implementation is determined not only by the availability of modules but also by the teacher's ability to select learning methods, media, and strategies

that align with the objectives and competency achievements of students. Mubai also emphasize that teacher readiness in developing contextual and flexible teaching modules is a crucial factor in the successful implementation of the Independent Curriculum (Mubai, 2024).

During the implementation phase, teachers carry out learning according to the established plan. Learning activities include introductory, core, and closing activities. In the initial phase, teachers conduct diagnostic assessments to determine students' initial abilities so that learning strategies can be. However, in practice, challenges still arise, such as some students tending to be passive and lacking confidence in asking questions or expressing opinions during the learning process.

The evaluation phase involves assessing student learning outcomes through various forms of assessment, such as written tests and performance assessments. This aligns with the findings of Indriyati (2023), who stated that teachers need to adjust learning strategies, build communicative interactions with students, and reflect on and evaluate the learning process to continuously improve the quality of learning.

3.4 Product

Product evaluation aims to assess the success of a curriculum in achieving its stated objectives. The primary focus of this evaluation is to measure the extent to which the program meets the needs of its primary target students. Assessment of product components is conducted through an analysis of learning implementation outcomes within the Independent Curriculum framework (Indriyati, 2023).

Based on research findings, the implementation of the Independent Curriculum at MITQ Al Manar Klaten has not yet fully demonstrated optimal student outcomes. By the end of the semester, developments in knowledge and attitudes reflected in the Pancasila Student Profile had not yet fully met the expected targets. This is influenced by the characteristics of the Independent Curriculum, which emphasizes competency development, critical thinking skills, problem-solving, creativity, and higher-order thinking skills.

Implementation of this curriculum requires a relatively long time to produce a significant impact. One semester is considered insufficient to demonstrate substantial change, given that the Independent Curriculum is still relatively new to madrasas. Formative evaluation and authentic assessment, which emphasize students' ability to apply knowledge and skills, also require more time to obtain comprehensive development data (Angkat & Syahrial, 2024).

Furthermore, the adaptation process to curriculum changes is still ongoing, for both teachers and students. Therefore, to obtain a more comprehensive picture of the effectiveness of the Independent Curriculum, a long-term evaluation strategy, such as longitudinal evaluation, is necessary. This approach allows for gradual monitoring of student achievement over a broader timeframe. Furthermore, regular formative reflection can help teachers identify obstacles and make continuous improvements in the learning process.

4. Conclusion

Based on the evaluation results using the CIPP model, it can be concluded that the Context Evaluation shows that the environment and situation at MITQ Al Manar Klaten generally support the implementation of the Independent Curriculum. Some teachers already understand the curriculum implementation because they have previously participated in regular training. Input Evaluation shows that the madrasah has prepared quality human resources and requires teachers to participate in training related to the Independent Curriculum, both online through the Merdeka Mengajar Platform and offline. Learning support facilities and infrastructure are also adequately provided. Process Evaluation shows that teachers have implemented learning in accordance with the Independent Curriculum guidelines, including compiling teaching modules and preparing learning strategies and media. However, several obstacles remain in the implementation of learning that require further attention. Product Evaluation shows that the results of the Independent Curriculum implementation at MITQ Al Manar Klaten have not been fully seen optimally by students. Achievements in the aspects of knowledge and attitudes (Pancasila Student Profile) have not shown optimal results, so continuous evaluation and reinforcement are needed.

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