

## **An Assessment of the Merdeka Curriculum Program's Effectiveness on History Education at the Penggerak School in Pandeglang**

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### **ABSTRACT**

This study aims to evaluate the merdeka curriculum in history learning at SMAN 2 Pandeglang by identifying its effectiveness and impact from the perspective of students and teachers. This type of research is qualitative, with evaluations of context, input, process, and product. The subjects in this study were students, teachers, vice principals of the curriculum section, and vice principals of the infrastructure section. Data collection was done through interviews using qualitative analysis techniques. The results showed that the merdeka curriculum in history learning at SMAN 2 Pandeglang includes ; Context evaluation, implementation of a merdeka curriculum based on the selection of principals' competencies, and a supportive environment. Evaluation of inputs, seen from clear planning and good learning mechanisms. The authors recommend updating history textbooks and students' human resources by having history books further enhanced to enrich students' learning experiences. Evaluation of the process, teacher preparation, and mechanism of learning history in the merdeka curriculum has been maximized. The authors recommend more in-depth training of teachers and solutions to replace tasks so as not to become a burden on students. Product evaluation and learning outcomes are in accordance with student abilities and produce quite good achievements. Based on the research findings, the authors recommend concrete steps, such as increasing the support of infrastructure facilities, especially history textbooks, deepening teacher training, increasing student interest in having history reading books, and using alternative assignments to reduce the burden of project assignments on students.


### **Abstrak**

Penelitian ini bertujuan untuk mengevaluasi kurikulum merdeka dalam pembelajaran sejarah di SMAN 2 Pandeglang dengan mengidentifikasi efektivitas dan dampaknya dari sudut pandang siswa dan guru. Jenis penelitian ini adalah kualitatif, dengan evaluasi konteks, masukan, proses, dan produk. Subyek dalam penelitian ini adalah siswa, guru, wakil kepala sekolah bagian kurikulum, dan wakil kepala sekolah bagian prasarana. Pengumpulan data dilakukan melalui wawancara dengan menggunakan teknik analisis kualitatif. Hasil penelitian menunjukkan bahwa kurikulum merdeka pada

pembelajaran sejarah di SMAN 2 Pandeglang meliputi; Evaluasi konteks, penerapan kurikulum merdeka berdasarkan seleksi kompetensi kepala sekolah, dan lingkungan yang mendukung. Evaluasi masukan, dilihat dari perencanaan yang jelas dan mekanisme pembelajaran yang baik. Penulis menyarankan pemutakhiran buku pelajaran sejarah dan sumber daya manusia siswa dengan buku sejarah yang lebih ditingkatkan untuk memperkaya pengalaman belajar siswa. Evaluasi proses, persiapan guru, dan mekanisme pembelajaran sejarah pada kurikulum merdeka sudah maksimal. Penulis merekomendasikan pelatihan guru yang lebih mendalam dan solusi penggantian tugas agar tidak menjadi beban siswa. Evaluasi produk dan hasil pembelajaran sesuai dengan kemampuan siswa dan menghasilkan prestasi yang cukup baik. Berdasarkan hasil penelitian, penulis merekomendasikan langkah-langkah konkrit seperti peningkatan dukungan sarana prasarana khususnya buku pelajaran sejarah, pendalaman pelatihan guru, peningkatan minat siswa memiliki buku bacaan sejarah, dan penggunaan alternatif tugas untuk mengurangi beban tugas proyek. siswa.

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## INTRODUCTION

Curriculum is an educational concept implemented in practical activities and considered a series of plans that reflect the educational goals to be achieved according to the level of education<sup>1</sup>. This plan includes subject matter and methods used as a guide for schools in implementing the curriculum with the aim of achieving the goals set<sup>2</sup>. Judging from Law No. 20 of 2003, Article 1 Paragraph 19, "Curriculum is a set of plans and arrangements regarding objectives, content, and learning materials, as well as methods used as guidelines for the implementation of learning activities to achieve certain educational goals".

Curriculum changes occur systematically in accordance with the times and technology<sup>3</sup>. School institutions often change some policies in accordance with the latest regulations and adjust them to the conditions of the school board. Several changes started with the 2013 curriculum to an emergency curriculum that

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<sup>1</sup> Gita Yolanda, Saidil Mustar, and Deri Wanto, "Analisis Implementasi Kurikulum 2013 Di SMA Negeri 3 Rejang Lebong, Bengkulu," *Jurnal Paedagogia* 9, no. 1 (2013): 93-94.

<sup>2</sup> Khoirotun Nisak, "Sinergitas Pengembangan Kurikulum PAI Dalam Pendidikan," *Paedagogia: Jurnal Pendidikan* 8, no. 1 (2019): 1-18, <https://doi.org/10.24239/pgd.vol8.iss1.7>.

<sup>3</sup> Chumi Zahroul Fitriyah and Rizki Putri Wardani, "Paradigma Kurikulum Merdeka Bagi Guru Sekolah Dasar," *Scholaria: Jurnal Pendidikan Dan Kebudayaan* 12, no. 3 (2022): 238, <https://doi.org/10.24246/j.js.2022.v12.i3.p236-243>.

was implemented according to conditions and took several competencies that were felt to be achievable. The Indonesian state is currently implementing a new policy carried out by the Minister of Education and Culture, Nadiem Makarim, regarding the Merdeka Curriculum Policy as a development of the 2013 Curriculum.

This curriculum also has the concept of independent learning. The merdeka learning curriculum provides a variety of learning approaches that are easier, more applicable, and designed to have flexible concepts and focus on essential material according to the talents and interests of students. The Merdeka curriculum program emerged in the last two years as a recovery from problems caused by *learning loss* in students<sup>4</sup>.

The merdeka curriculum has been widely applied to every school, although it is gradually implemented at the senior high school (SMA) level. The implementation of the merdeka learning curriculum starts with grades X and XI. Then, in the following years, the implementation of the merdeka curriculum will be carried out at all levels so that all classes can apply the curriculum. Schools that have implemented a merdeka curriculum and become driving schools include SMAN 2 Pandeglang in Banten Province<sup>5</sup>. Schools that have implemented a merdeka curriculum and become driving schools include SMAN 2 Pandeglang in Banten Province.

The characteristics offered by the Merdeka Curriculum as a hope for the restoration of education in Indonesia include: 1) Project-based learning to develop soft skills and characteristics of the Pancasila student profile. 2) Implementation of material learning that is mandatory 3) Flexibility in curriculum structure<sup>6</sup>. Then the merdeka curriculum is an implementation of Kepmendikbudristek No. 56 of 2022 Guidelines for Curriculum Implementation in the Context of Learning Recovery (Curriculum Merdeka) as a guideline for the Implementation of the New Curriculum in Non-Participating Schools Mover School Program<sup>7</sup>.

History, as one of the subjects in high school (SMA), participates in supporting the achievement of the Merdeka Belajar program. Decree Number 008/H/KR/2022 concerning the results of history learning at the high school level explains through narration that "The process of teaching and learning history aims to develop historical understanding and awareness of events that occurred in Indonesia, starting from the early ancestral period to the Reformation period.

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<sup>4</sup> Anita Jojor and Hotmaulina Sihotang, "Analisis Kurikulum Merdeka Dalam Mengatasi Learning Loss Di Masa Pandemi Covid-19 (Analisis Studi Kasus Kebijakan Pendidikan)," *Edukatif: Jurnal Ilmu Pendidikan* 4, no. 4 (2022): 5150–61, <https://doi.org/10.31004/edukatif.v4i4.3106>.

<sup>5</sup> Kemendikbudristek, *Materi Kebijakan Kurikulum*, 2022.

<sup>6</sup> Jojor and Sihotang, "Analisis Kurikulum Merdeka Dalam Mengatasi Learning Loss Di Masa Pandemi Covid-19 (Analisis Studi Kasus Kebijakan Pendidikan)."

<sup>7</sup> Kemdikbud, "Buku Saku Kurikulum Merdeka; Tanya Jawab," *Kementerian Pendidikan Dan Kebudayaan*, 2022, 1–50.

It's a long journey across time and space full of lessons to be learned." History learning in the merdeka curriculum still exists and is not abolished, but there is a reduction in lesson hours.

In phase E, or class X, history subjects included in the social sciences, which also coincide with Economics, Geography, and Sociology. While in phase F, or classes XI and XII, History subjects stand alone, the logical consequence of these changes has an influence on reducing the hours of history lessons in a week and also has an impact on reducing the number of history lessons in a week. The curriculum also considers curriculum development principles as guidelines to be followed when compiling or developing the curriculum. The curriculum development process generally consists of planning, implementing, and evaluating stages. The curriculum also follows the consideration of curriculum development principles as guidelines to be followed when compiling or developing the curriculum<sup>8</sup>. The curriculum development process generally consists of planning, implementing, and evaluating stages<sup>9</sup>.

However, curriculum changes certainly have an impact on teachers and students, as well as the entire school community. The implementation of a merdeka curriculum in high schools still finds many shortcomings because school readiness is not optimal, such as training, teaching equipment, and providing learning resources for teachers<sup>10</sup>.

SMAN 2 Pandeglang is one of the driving schools selected to implement the merdeka curriculum. In general, SMAN 2 Pandeglang has not implemented the merdeka curriculum optimally because several aspects have not been fulfilled in supporting the merdeka curriculum. Therefore, researchers made further observations and found several problems, including the following: 1) Teacher and student handbooks are still inadequate, especially for history subjects. 2) Students are still burdened with project assignments contained in the independent curriculum. 3) Students' interest in owning and reading history books is still lacking.

In this regard, this study has a problem formulation based on the description that has been put forward in the background of the problem, namely, what is the impact of the implementation of the merdeka curriculum on teachers and students at SMAN 2 Pandeglang? That way, the purpose of this study is to determine the extent of the effectiveness and impact of the application of the merdeka curriculum in history learning through the perceptions of students and teachers.

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<sup>8</sup> Nugroho, "Merdeka Berpikir Sejarah : Alternatif Strategi Implementasi Keterampilan Berpikir Sejarah Dalam Penerapan Kurikulum Merdeka," *Sejarah, Budaya, Dan Pengajarannya* 16, no. 1 (2021): 13, <https://doi.org/10.17977/um020v13i22019p>.

<sup>9</sup> *ibid.*

<sup>10</sup> Kemendikbud, "Merdeka Belajar: Pokok-Pokok Kebijakan Merdeka Belajar (p. 146). Makalah Rapat Koordinasi Kepala Dinas Pendidikan Seluruh Indonesia.," 2019.

Based on the results of field observations that have been carried out during the implementation of the merdeka curriculum, there are still several aspects that are not supporting the achievement of optimal implementation of the merdeka curriculum. So that an evaluation of these aspects must be carried out, so that the program can provide effectiveness and positive impact and run as it should.

Previous research findings conducted by Fauzi<sup>11</sup> stated that the implementation of the independent curriculum contained steps to implement the merdeka curriculum in schools, one of which was forming a learning committee. The learning committee was a regulator in the implementation of the merdeka curriculum in schools. The research conducted by Heroza Firdaus found that curriculum evaluation takes a very large role in education. There are indicators evaluated, including effectiveness, efficiency, suitability, and feasibility, to determine the weaknesses and advantages of the program implemented.

According to research conducted by Ineu Sumarsih<sup>12</sup>, the implementation of driving schools requires not only communication by the principal but all elements education staff, teachers, and students in the school environment. Ainia opinion<sup>13</sup> states that the merdeka learning curriculum focuses on merdeka and creative learning freedom, which has an impact on developing the character of independent students. Some merdeka curriculum policies include replacing the National Standard School National Examination (USBN) with competency assessment, replacing the national examination with a minimum competency assessment and character survey, and simplifying the learning implementation plan (RPP) from 20 pages to only one page containing three components, namely learning objectives, learning activities, and assessment.

Reviewing the statements contained in the previous four studies was strengthened by a study conducted by Malichatus Saidah<sup>14</sup> with the findings that the learning program at SMA Negeri 1 Kencong still needs to be revised because there are some parts that are not in line with expectations, although not all. In this case, the merdeka curriculum is being intensively implemented in every school, especially the driving schools that are examples, in order to have an influence on other schools. From the research described above, the similarities seen in this study are in the research theme that both discuss the Merdeka Curriculum in

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<sup>11</sup> Heroza Firdaus et al., "Analisis Evaluasi Program Kurikulum 2013 Dan Kurikulum Merdeka," *Jurnal Pendidikan Dan Konseling* 4, no. 4 (2022): 686–92.

<sup>12</sup> Ineu, "Analisis Implementasi Kurikulum Merdeka Belajar Di Sekolah Penggerak," *Jurnal Basicedu* 6, no. 5 (2022): 2, <https://media.neliti.com/media/publications/444639-none-ee780f83.pdf>.

<sup>13</sup> Dela Khoirul Ainia, "Merdeka Belajar Dalam Pandangan Ki Hadjar Dewantara Dan Relevansinya Bagi Pengembangan Pendidikan Karakter," *Jurnal Filsafat Indonesia* 3, no. 3 (2020): 99, <https://doi.org/10.5430/ijhe.v5n3p1>.

<sup>14</sup> Malichatus Saidah, *Evaluasi Program Pembelajaran Sejarah Berdasarkan Kurikulum 2013 Dengan Menggunakan Model Evaluasi Cipp Di Sma Negeri 1 Kencong*, 2019.

Schools. While the differences that very visible are from the location of the study, the focus of the research, and the methods used.

### Methods

This study uses descriptive qualitative research methods using the CIPP evaluation approach (Context, Input, Process, and Product). The informants in this study were obtained through the principal, vice principal of the curriculum section, vice principal of the infrastructure section, teacher of history subjects, and grade XI students for the 2023/2024 school year<sup>15</sup>. The program evaluation used in this study is an evaluation of the CIPP model (context, input, process, and product), which is the evaluation model proposed by Stufflebeam. CIPP stands for context, input, process, and product<sup>16</sup>. The location of SMAN 2 Pandeglang is on Jl. Pendidikan, Cieked Karaton, Majasari, Karaton, Kec. Pandeglang, Pandeglang Regency, Banten.

Data collection techniques in this study used three techniques, including interviews, observation, and documentation<sup>17</sup>. Data analysis techniques in this study are carried out with qualitative methods based on evaluation methods with models (context, input, process, and product). According to Milles and Huberman, qualitative data analysis is a series of efforts that are carried out repeatedly and continuously. Then qualitative research is divided into three stages, including: 1) Data reduction; 2) Data presentation; and 3) Conclusion drawing. To test the validity of this research data using two triangulation techniques, namely, a) Triangulation techniques and b) Source triangulation<sup>18</sup>. The program evaluation criteria used in this study use qualitative criteria without consideration. Qualitative criteria without consideration mean that the criteria compiler only needs to calculate indicators that meet the requirements of the component<sup>19</sup>.

## RESULTS AND DISCUSSION

The presentation of the results of research obtained in the field on the implementation of the merdeka curriculum in history learning at SMAN 2 Pandeglang consists of several evaluation components, including: 1) The context component discusses the background of the implementation of the merdeka curriculum, the school environment, and curriculum objectives. 2) input components, plans for the implementation of the merdeka curriculum program, learning mechanisms, human resources, and infrastructure. 3) Process component: discusses preparation for the implementation of the Merdeka curriculum and the implementation of the Merdeka Curriculum in History

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<sup>15</sup> Chaedar Alwasilah, *Pokoknya Kualitatif: Dasar-Dasar Rancangan Dan Melakukan Penelitian Kualitatif* (Jakarta, 2013).

<sup>16</sup> Zakaria Afif, "Evaluasi Program Peningkatan Kinerja Tenaga Pendidik Di SMP Negeri 2 Cilongok" (IAIN Purwokerto, 2019).

<sup>17</sup> Sugiyono, *Menyusun Proposal Penelitian Kualitatif: Skripsi Dan Tesis*; 2017.

<sup>18</sup> Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, Dan R&D.*, ed. Alfabeta, 2017.

<sup>19</sup> Mukhtar Asrul, Saragih, Abdul Hasan, *Evaluasi Pembelajaran* (Medan: Perdana Publishing, 2022).

learning. 4) The product component discusses effectiveness and impact, as well as student learning outcomes.

### **Context component**

The implementation of the merdeka curriculum at SMAN 2 Pandeglang is considered good. According to the principal, the implementation of the merdeka curriculum program and driving schools at SMAN 2 Pandeglang was motivated by the selection of school principals' competencies in Pandeglang Regency<sup>20</sup>. Furthermore, the principal said "the implementation of the merdeka curriculum program to develop the previous curriculum, as well as the embodiment of the implementation of government policies in dealing with learning loss"<sup>21</sup>. Based on these data, the implementation of the merdeka curriculum program at SMAN 2 Pandeglang has followed the requirements for fulfilling the implementation of the merdeka curriculum proposed by the Ministry of Education, Culture, and Technology. Then this is done for the development of the previous curriculum in accordance with government policy.

The school environment at SMAN 2 Pandeglang is seen in the infrastructure facilities and the number of human resource competencies of teachers and students. This was reinforced by the principal, who said that "the school environment at SMAN 2 Pandeglang has experienced quite good development in recent years, thanks to the synergy of all school residents<sup>22</sup>. Based on direct observation, students can focus and maximize when learning takes place because of an adequate environment. Supporting factors are adequate facilities and security, and there is a healthy environment program called Adiwiyata<sup>23</sup>. Based on observational data from the school environment, SMAN 2 Pandeglang shows that the quality of the environment is good enough to carry out learning activities at school.

The purpose of implementing an merdeka curriculum at SMAN 2 Pandeglang, according to the vice principal of the curriculum section, is "to provide freedom for students to develop interests and talents according to their respective competencies, in addition to encouraging teachers to be more creative and innovative in learning mechanisms in the classroom"<sup>24</sup>. This opinion was reinforced by the history teacher at SMAN 2 Pandeglang, who said that "teachers are given freedom in choosing learning methods and strategies that suit student characteristics and the learning objectives to be achieved"<sup>25</sup>. The findings are presented in the following table:

Table 2. Findings of Interview Results at SMAN 2 Pandeglang.

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<sup>20</sup> Interview, March 9, 2023

<sup>21</sup> Interview, March 8, 2023

<sup>22</sup> Interview, March 8, 2023

<sup>23</sup> Observation, February 23, 2023

<sup>24</sup> Interview, March 9, 2023

<sup>25</sup> Interview, March 9, 2023

Aspects	Indicators	Findings
Context	a. Background to the implementation of the merdeka curriculum and driving schools	Based on the results of the selection of driving schools and the competence of the principal
	b. School environment	The school environment at SMAN 2 Pandeglang is good enough that students can focus on learning.
	c. Objectives of the merdeka curriculum	Develop students' talents and interests, and teachers are encouraged to be more creative and innovative.

### Input Component

Planning for the implementation of the merdeka curriculum program shows that there is maximum preparation for the success of the merdeka curriculum program at SMAN 2 Pandeglang. According to the vice principal, "prior to the selection of principals, there was a requirement to meet the criteria for an merdeka curriculum. The planning process begins with a deep understanding of the basic concepts and principles of the curriculum by the planning team"<sup>26</sup>. Based on the information provided by the principal, there is a planning team to conduct an in-depth study of important aspects that must be considered.

The learning mechanism carried out by teacher human resources in classroom activities begins with the opening, core, and closing. In addition, the implementation mechanism of history learning also involves the use of diverse learning resources, such as textbooks, articles, historical documents, and audio and video recordings. This is supported by the history teacher's statement that "classroom learning in its mechanism is sufficient because it uses a differentiated learning approach according to the merdeka curriculum"<sup>27</sup>. The history teacher's statement was reinforced by the vice principal of the curriculum section, who said that "teachers are given training related to the merdeka curriculum, and it is carried out in accordance with planning, and control is then evaluated"<sup>28</sup>. It can be concluded that the role of teachers in implementing the merdeka curriculum in the classroom is good enough so that the implementation of the merdeka curriculum can run properly.

The facilities and infrastructure at SMAN 2 Pandeglang are sufficient, although some of them must be renewed. The vice principal of the infrastructure department explained, "SMAN 2 Pandeglang has been working on regular maintenance. Such as classrooms, libraries, laboratories, and other supporting facilities. In facilitating the needs of students, it has been aligned with the school

<sup>26</sup> Interview, March 3, 2023

<sup>27</sup> Interview, March 3, 2023

<sup>28</sup> Interview, March 9, 2023



operational assistance (BOS) budget"<sup>29</sup>. Furthermore, history teachers argue that "to support learning materials, teachers and students use internet technology to ensure the completeness of material; this is because of the incompleteness of material in books provided by the government"<sup>30</sup>. The findings are presented in the following table :

Table 3. Findings of Interview Results at SMAN 2 Pandeglang

Aspects	Indicators	Findings
Input	a. Merdeka curriculum implementation plan	The plan to implement the merdeka curriculum at SMAN 2 Pandeglang, apart from the selection of school principals, was previously seen as part of the school's readiness to meet the criteria for implementing the independent curriculum in schools.
	b. Learning and human resource implementation mechanisms	Learning in the classroom is carried out by teachers by starting the opening, core, and closing and using a differentiated learning .
	c. Infrastructure	The handbook still does not contain learning achievements in the curriculum, especially in history subjects, so students use internet network technology to meet these shortcomings.

### Process Components

The implementation of the merdeka curriculum in history learning has been well implemented. Starting with teaching preparation in accordance with merdeka curriculum regulations, teachers have supported smooth learning in the classroom. In line with interviews with teachers of history subjects, they stated that "teaching preparation has been done well, including the preparation of modules in accordance with learning outcomes (CP) and teaching stationery (ATP), the use of appropriate learning methods, and the delivery of relevant teaching materials. However, there is a reduction in history class hours in the merdeka curriculum"<sup>31</sup>. Judging from the mechanism of implementing history learning in the classroom, the implementation went well according to the plan that had been set and succeeded in achieving the goal of around 85%. This shows that the learning process has gone according to plan and that students have reached the expected level of understanding.

Human resources, teachers have carried out classroom teaching well, in accordance with their expertise and competence in their respective fields. Meanwhile, student resources are still lacking because interest in reading books, especially history lessons, is still minimal. However, this does not reduce student

<sup>29</sup> Interview, March 13, 2023

<sup>30</sup> Interview, March 13, 2023

<sup>31</sup> Interview, March 15, 2023

learning outcomes. In terms of infrastructure, SMAN 2 Pandeglang has quite good facilities, including fields, UKS, classrooms, prayer rooms, and toilets that are still in adequate condition. However, there are shortcomings in handbook enrichment that are still not optimal. This shows the need for efforts to increase the availability and diversity of reading materials that support the merdeka curriculum. In summary, the findings of the researchers are presented in the following table:

Table 4. Findings of Interview Results at SMAN 2 Pandeglang

Aspect	Indicators	Findings
Process	a. Preparation for the Implementation of the Merdeka Curriculum	Teachers at SMAN 2 Pandeglang prepare for learning by making teaching modules according to CP and ATP, learning methods, and materials.
	b. Implementation of the merdeka curriculum program in history learning	The merdeka curriculum for the implementation of history learning has reduced class hours.

### Product Components

The success of the merdeka curriculum program can be observed through improving student learning outcomes in history subjects in the last two years. The merdeka curriculum program also has a positive impact on non-academic aspects, students can develop their talents and interests through project assignments. According to an interview with a history teacher, "the existence of project assignments gives students the freedom to develop their talents and interests"<sup>32</sup>.

From the student perspective, "task accumulation is one of the challenges faced, coupled with the burden of project assignments. Although project assignments provide freedom in self-development, solutions must be made so that there is no accumulation of assignments and does not put excessive pressure on students"<sup>33</sup>. Meanwhile, from the teacher's perspective, "the implementation of the merdeka curriculum encourages us to develop abilities and competencies as educators. The implementation of an merdeka curriculum is also able to reduce the administrative burden on teachers, as well as focus on a more creative and innovative learning process"<sup>34</sup>.

Based on this presentation, it is necessary to evaluate and improve the problems faced by students in facing the backlog of assignments. Teachers must increase student interest in reading books, especially history subject books, to develop student knowledge and provide training for teachers in the implementation of a more in-depth independent curriculum. In summary, the findings of the researcher are presented in the following table :

<sup>32</sup> Interview, March 15, 2023

<sup>33</sup> Interview, March 15, 2023

<sup>34</sup> Interview, March 15, 2023

Table 5. Findings of Interview Results at SMAN 2 Pandeglang

Aspect	Indicators	Findings
Product	a. The effectiveness and impact of the merdeka curriculum program for students and teachers	The impact of the implementation of the merdeka curriculum at SMAN 2 Pandeglang is that students are free to channel their interests and talents according to their respective competencies. In addition, as a competency development and reduce a little administrative burden on teachers
	b. Student learning outcomes	The learning outcomes of students are in accordance with the level of ability. Judging from the results of test scores from each year has increased significantly. However, students are still burdened with project assignments.

The results of research related to the evaluation of the merdeka curriculum program in history learning in driving schools in the evaluation of the context of the background of the implementation of the merdeka curriculum are in accordance with government policy regulations in achieving optimal learning outcomes. SMAN 2 Pandeglang uses the merdeka curriculum as one of the effective approaches and as a development of the previous curriculum.

The school environment at SMAN 2 Pandeglang is quite good and conducive so that it can support learning activities or academic activities at school in an orderly and comfortable manner, besides that it is also felt by the staff and all school residents. This is in accordance with Albert Bandura's statement related to social cognitive theory that observation, imitation, and reinforcement can influence student behavior in the school environment. When the school environment provides positive role models and provides appropriate reinforcement, it can help improve student behavior and achievement<sup>35</sup>.

The purpose of the merdeka curriculum implementation program in addition to realizing government policies in dealing with learning loss problems, aims to develop students' talents and interests in accordance with their competencies. In this case, teachers are also required to be more innovative and creative in providing learning resources so that students do not feel bored during learning. From the results of the evaluation and fulfillment of the evaluation criteria, it can be concluded that in the context aspect of the merdeka curriculum program at SMAN 2 Pandeglang is in the good category, because the merdeka curriculum program is designed to improve the phenomenon of learning loss in the learning process experienced by students.

<sup>35</sup> Hikmatu Ruwaida, "Belajar Sosial: Interrelasi Antara Individu, Lingkungan, Dan Perilaku Dalam Pembelajaran Fiqih Di Mi Miftahul Anwar Desa Banua Lawas," *Al-Madrasah: Jurnal Pendidikan Madrasah Ibtidaiyah* 4, no. 2 (2020): 217, <https://doi.org/10.35931/am.v4i2.316>.

Evaluation of inputs, the merdeka curriculum program at SMAN 2 Pandeglang in terms of the implementation plan of the merdeka curriculum at SMAN 2 Pandeglang is sufficient and planned in accordance with the concept, from the understanding related to the merdeka curriculum to the evaluation stage has been clearly arranged. Furthermore, human resources (HR) related to the understanding of the independent curriculum are very important, because teachers are figures who are respected and emulated by students.

Teachers must understand the implementation of the curriculum as the key to learning, expected to be active, creative, and innovative in carrying out the Merdeka Curriculum as well as possible<sup>36</sup>. According to Silverius contained in the book Emas Kurniasih and Berlin Sani shows the process and learning outcomes of students are influenced by several factors, one of the main factors that has a significant influence is the role of the teacher because the implementation of a good or bad curriculum depends on how the teacher is<sup>37</sup>. The infrastructure is good enough, although there are some that must be addressed.

The evaluation process in the merdeka curriculum implementation program at SMAN 2 Pandeglang has run quite well and is prepared with a clear concept. Planning starts from making a team of teachers to explore the concept of the merdeka curriculum to program submission, implementation, and evaluation. This is in line with the opinion of Ivor K. (1986) that teaching planning that must be prepared by a teacher includes task analysis, identification of training or learning needs, and writing learning objectives. That way, a teacher can project the learning tasks to be performed before selecting the necessary resources to achieve the expected goals<sup>38</sup>.

Funding for the merdeka curriculum program at SMAN 2 Pandeglang has been managed quite well. The school has managed funds efficiently so that education services can be optimized. The existing funds are prioritized to meet the appropriate needs so that there are no problems related to funding at SMAN 2 Pandeglang<sup>39</sup>. Overall, the facilities and infrastructure at SMAN 2 Pandeglang are quite good. However, there are flaws in the handbook that the school has. The material in the book is still lacking, so students have to rely on internet technology.

In this case, books are still the main source that must be completed by schools, because handbooks are used as guidelines in the implementation of learning to achieve learning outcomes, and a systematically arranged learning

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<sup>36</sup> Muhammad Reza Arviansyah and Ageng Shagena, "Efektivitas Dan Peran Dari Guru Dalam Kurikulum Merdeka Belajar," *Lentera* 17, no. 1 (2022): 40–50.

<sup>37</sup> E. Mulyasa, *Pengembangan Dan Implementasi Kurikulum 2013: Perubahan Dan Pengembangan Kurikulum 2013 Merupakan Persoalan Penting Dan Genting* (Bandung: Remaja Rosdakarya, 2013).

<sup>38</sup> Larlen, "Persiapan Guru Bagi Proses Belajar Mengajar," *Pena* 3, no. 1 (2013): 84.

<sup>39</sup> Rahma Ade Tia, Zulkifli Zam Zam, and Hernita Pasongli, "Evaluasi Program Pendidikan Full Day School Dalam Pembentukan Karakter Siswa Pada Mata Pelajaran Geografi," *PANGAEA Jurnal Geografi* 1, no. 2 (2019): 51–64.

phase is needed. This explanation is in line with Abdul Hakim Sudarnoto's view that "a guidebook containing a sequence of steps or instructions given must be followed systematically and in detail in carrying out duties"<sup>40</sup>.

Teachers as human resources have made learning preparations in accordance with merdeka curriculum regulations, especially in history learning, by preparing modules, materials, and teaching media to be used.<sup>41</sup> However, students feel burdened with project assignments in the merdeka curriculum because it adds to the burden of assignments for students. So, teachers must provide direction more often related to project-based learning, where students are more able to channel their talents and interests so that they are more focused. This discussion is in line with the educational concept of Ki Hadjar Dewantara explained in Dela Khairul Ainia. According to this concept, education gives impetus to the development of students and teaches them to achieve changes that can be useful in society<sup>42</sup>.

The implementation of the merdeka curriculum program in history learning has reduced class hours. History subjects in the 2013 curriculum are divided into two, namely Indonesian history and specialization history. Meanwhile, in the merdeka curriculum, there are only history subjects, which are included in social science (IPS) lessons. Then the teacher has provided learning facilities according to their expertise, although there are still students who have reservations regarding project assignments in the merdeka curriculum. Reduced hours in history subjects make students less satisfied with their learning. In the aspect of facilities, namely handbooks, it must be reorganized by updating the school library.

The product evaluation component in the implementation of the merdeka curriculum in history learning is seen in the success of the effectiveness and impact of program implementation at SMAN 2 Pandeglang through student learning outcomes. The results of the evaluation can be reviewed in the academic field, in this case, students are shown to have improved or developed learning outcomes obtained from midterm test scores and end-of-semester tests quite well. This is in line with Cammilleri, who revealed that learning outcomes can be seen through improved abilities and skills in the form of knowledge, attitudes, behaviors, and skill levels, which is an indication that learning has been successfully achieved<sup>43</sup>.

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<sup>40</sup> Agus Umar Rizal Saiful, Ida Farida, Alfida, "Pengantar Manajemen Perpustakaan Madrasah," *Pengantar Manajemen Perpustakaan Madrasah* (Jakarta, 2015).

<sup>41</sup> Muhajir, "Implementasi Dan Problematika," *Implementasi Dan Problematika Merdeka Belajar*, no. May (2021): 1–22.

<sup>42</sup> Dela Khoirul Ainia, "Merdeka Belajar Dalam Pandangan Ki Hadjar Dewantara Dan Relevansinya Bagi Pengembangan Pendidikan Karakter."

<sup>43</sup> Cammilleri & Cammilleri, *Cognitive and Affective Perspectives on Immersive Technology in Education* (Pennsylvania: IGI Global Publisher., 2022).

The impact of the implementation of the merdeka curriculum at SMAN 2 Pandeglang students can channel their talents and interests through project assignments contained in the independent curriculum, project assignments carried out by students including making documentaries, dance, sports and other activities. This is in line with Anas and Murti in their research, the article discusses the use of project-based learning with the aim that students can become active learners, while the role of teachers becomes facilitators. In addition, through the application of project-based learning, this article emphasizes on developing students' life skills<sup>44</sup>. However, students at SMAN 2 Pandeglang get the related impact of too many project assignments, so that students object to the piled up tasks until they forget the time.

Based on the criteria preparation guidelines, the merdeka curriculum program at SMAN 2 Pandeglang was evaluated using the CIPP model (context, input, process, product). Evaluation is carried out by calculating the number of indicators that meet the requirements in each component. The evaluation results show that the context and product components are categorized as good, while the input and process components are evaluated adequately or sufficiently. Thus, it can be concluded that the implementation of the independent curriculum program in 2 Pandeglang is very good and effective, and this can be seen by meeting the evaluation criteria in context, input, process, and product.

## CONCLUSION

Research conducted on the evaluation of the merdeka curriculum program in history learning conducted at SMAN 2 Pandeglang by evaluating the context model, input, process, and product of each evaluation component showed that it had run quite well. Although there are still some obstacles that must be evaluated, these obstacles can be overcome with the commitment of all school residents to support the implementation of the merdeka curriculum program in accordance with government regulations. Then, in supporting the implementation of the independent curriculum can be done with policies and capabilities owned by schools, such as the existence of a special budget used to support the completeness of infrastructure facilities, especially teacher and student history handbooks to support the completeness of the material, teachers can look for alternative tasks in order to reduce the burden on students at school. Related to history subjects that experience a reduction in class hours and a reduction in learning material, teachers can work around this by providing additional material briefly, concisely, and clearly to students to add insight into understanding history learning.

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<sup>44</sup> Muh Anas and Warda Murti, "Pengaruh Pemberian Tugas Berbasis Proyek Terhadap Pengembangan Life Skill Dan Hasil Belajar Biologi Siswa Kelas Viii Smp," *Jurnal Natar Pendidikan* 4, no. 2 (2016): 108–15.

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