

Evaluating the Implementation of the Merdeka Curriculum on Students' Learning Outcomes

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Abstract: This study aims to describe the implementation of the Merdeka Curriculum in elementary schools within the Gatot Subroto Cluster. The research employed a descriptive method using the CIPP (Context, Input, Process, Product) evaluation model to provide a comprehensive analysis. Both qualitative and quantitative approaches were utilized to capture in-depth findings. The study involved 12 participants, including school principals, teachers, and students, who were selected through purposive sampling based on their relevance to the research focus. Data collection was conducted through interviews, observations, and documentation, and analyzed using an interactive model consisting of data collection, data reduction, data display, and conclusion drawing. To ensure the validity of the findings, triangulation of data sources and techniques was applied. The results indicate that the implementation of the Merdeka Curriculum faces several challenges. These include limited laboratory and classroom facilities, the use of monotonous or teacher-centered instructional methods by some educators, and the lack of teacher involvement in independently developing formative assessments and instructional modules. Furthermore, interviews with stakeholders revealed that while some aspects of the curriculum have been adopted, ongoing support and professional development are needed to strengthen its application. These findings highlight the importance of strategic improvements to optimize the effectiveness and sustainability of the Merdeka Curriculum in elementary education settings.

Keywords: Implementation, Learning Outcomes, Merdeka Curriculum

1. Introduction

Education plays a pivotal role in shaping quality human resources, which are fundamental to a country's development. In response to rapid global changes and the educational disruption caused by the COVID-19 pandemic, the Indonesian government introduced the Merdeka Curriculum in 2022 as an innovative and flexible learning framework (Kemendikbudristek, 2022). This curriculum aims to reduce administrative burdens on teachers, promote differentiated learning, and encourage student autonomy through project-based learning and the development of Pancasila Student Profiles.

Despite its potential, the implementation of the Merdeka Curriculum in primary schools has faced various obstacles (Saumi & Ismaya, 2021). These include the limited readiness of teachers, insufficient training, and inadequate school infrastructure to support student-centered and technology-integrated learning (Hattarina & Agustin, 2021). Preliminary observations in SD Negeri 1 Sindurejo revealed inconsistencies in student achievement, particularly in core subjects such as mathematics and language, where many students did not meet the minimum mastery criteria (Bunjamin & Handoyo, 2025).

Moreover, the prolonged period of remote learning during the pandemic negatively impacted students' literacy and cognitive development, especially in under-resourced areas (Nurfritri et al., 2023). This highlights the need for a comprehensive evaluation of the curriculum's implementation to determine its effectiveness in improving learning outcomes. The Merdeka Curriculum was introduced in response to the educational crisis triggered by the COVID-19 pandemic. It aims to address post-pandemic challenges by granting greater autonomy to educational institutions, enabling more adaptive and student-centered learning. Conceptually, the Merdeka Curriculum emphasizes character education and the development of soft skills based on student competencies (Indarta et al., 2022).

The underlying principle of freedom in the Merdeka Curriculum aligns with the educational philosophy of Ki Hajar Dewantara, who advocated for independent and creative learning. This freedom fosters students' motivation to explore knowledge independently and to develop strong individual character (Vhalery et al., 2022).

Furthermore, the Merdeka Belajar (Freedom to Learn) policy emerged as a response to long-standing systemic issues in Indonesia's education system, particularly those stemming from excessive centralization in curriculum and assessment decision-making. This policy promotes decentralization by transferring authority over curriculum planning, implementation, and evaluation to schools and local governments (Sumpena et al., 2022). Such autonomy enables the development of contextualized and flexible learning strategies that can be better tailored to students' local backgrounds and individual learning needs (Rahma et al., 2025)

Despite its progressive vision, the implementation of the Merdeka Curriculum remains uneven. Numerous schools struggle with readiness due to disparities in infrastructure, teacher competence, and support systems (Hunaepi & Suharta, 2024). Moreover, the initial registration process for adopting the Merdeka Curriculum only requires school principals to complete an online form and a short survey, indicating a potential lack of comprehensive assessment of school preparedness (Mukhdlor et al., 2024). These conditions highlight the need for deeper, more systematic evaluations to assess the actual implementation across varied school contexts in Indonesia.

To address this need, this study adopts the CIPP evaluation model (Context, Input, Process, and Product) developed by Stufflebeam (Puspitasari et al., 2023). The CIPP model is widely recognized for its holistic and systematic approach in evaluating educational programs, especially in complex and dynamic policy environments (Mukhdlor et al., 2024). Through this framework, the study investigates the contextual appropriateness of the Merdeka Curriculum, the availability of supporting resources, the quality of implementation processes, and the outcomes achieved at SD Gugus Gatot Subroto in Grobogan Regency.

The results of this evaluation are expected to provide valuable insights for both policymakers and educators. They will not only identify areas requiring improvement but also contribute to the refinement of strategic approaches for more effective, equitable, and sustainable implementation of the Merdeka Curriculum, particularly at the elementary school level.

1.1 Conceptual framework

This study aims to evaluate the implementation of the Merdeka Curriculum and its impact on student learning outcomes. In examining this relationship, the CIPP (Context, Input, Process, Product) evaluation model is used, providing a comprehensive framework for assessing education policies, from planning to final outcomes. There are three main concepts underlying this study: evaluation, the Merdeka Curriculum, and learning outcomes.

Evaluation in the context of education is a systematic process to measure and assess the effectiveness of a program in achieving its goals. Evaluation not only serves as a measurement tool but also as a means of reflection and data-based decision-making. According to the Ministry of Education, Culture, Research, and Technology (2022), evaluation is an integral part of the education policy implementation cycle, used to assess progress and identify areas for improvement. In line with this, Zulkifli and Mustika (2023) emphasized that evaluation is essential to ensure that curriculum implementation runs effectively and produces real impact on the learning process and outcomes.

The Merdeka Curriculum is the latest curriculum approach developed by the Ministry of Education, Culture, Research, and Technology in response to the changing times and student needs. This curriculum provides freedom and flexibility to teachers and educational institutions in designing learning that suits students' characteristics (Nur Inah, 2015). In its implementation, the Merdeka Curriculum emphasizes differentiated learning, formative assessment, and character development through the Pancasila Student Profile Projects (P5). The curriculum aims to improve learning quality through contextual and student-centered approaches. Meanwhile Annam et al., (2024) describe the Merdeka Curriculum as a form of curriculum reform that is more adaptive to 21st-century needs, focusing on balanced development of competence and character.

Learning outcomes are the main indicators of educational success. They reflect behavioral changes in students as a result of the learning process, including cognitive (knowledge), affective (attitude), and psychomotor (skills) domains (Fairuza Apsarini & Barlianty, 2020). In the context of the Merdeka Curriculum, learning outcomes focus not only on academic scores but also on character building, creativity, and critical and collaborative thinking. The Ministry (2022) emphasizes that learning outcomes in the Merdeka Curriculum must reflect the achievement of essential competencies and the values of the Pancasila Student Profile. Pattiasina et al., (2024) also affirm that learning outcomes are a tangible form of student engagement in meaningful, relevant, and contextual learning processes.

To evaluate the link between the implementation of the Merdeka Curriculum and student learning outcomes, the CIPP evaluation model is used. This model includes four main components (Syamsiar et al., 2023). First, context, which refers to initial conditions including school readiness, vision and mission, and the development of the School Operational Curriculum (KOSP) that integrates the values of the Pancasila Student Profile. Second, input, which involves the availability of resources such as teacher competence, infrastructure, and support from school management. Third, process, which covers the implementation of differentiated learning strategies, project-based learning, and formative assessment. Fourth, product, referring to student learning outcomes both academically (literacy, numeracy) and non-academically (character, social and spiritual skills) (Suryati et al., 2023). Through this model, the implementation of the Merdeka Curriculum can be comprehensively evaluated to determine the extent to which it has contributed to improving the quality of learning and student outcomes (Zebua et al., 2024).

1.2 Research objectives

This study aims to explore and analyze the level of Merdeka Curriculum implementation at SDN 1 Sindurejo, particularly in the areas of developing the School Operational Curriculum (KOSP), availability of infrastructure, teacher competence, as well as the implementation of learning and assessment. In addition, this research also aims to identify the challenges faced by the school in implementing the Merdeka Curriculum and to provide strategic recommendations for optimizing its implementation.

2 Methodology

2.1 Research design

This study employs a mixed-methods approach, combining both quantitative and qualitative methods to gain a comprehensive understanding of the implementation of the Merdeka Curriculum and its impact on students' learning outcomes. The qualitative approach is used to explore how the curriculum is applied at the school level, focusing on teacher practices, student engagement, and institutional support, while the quantitative approach measures the extent of its influence on students' academic achievement through learning outcomes such as test scores and summative assessments. To guide the evaluation process, the study adopts the CIPP model (Context, Input, Process, Product) (Syamsiar et al., 2023), which provides a structured framework to assess the curriculum thoroughly from the contextual factors and available resources, to the implementation process and resulting outcomes.

2.2 Respondents of the study

The population of this study comprised six students, three teachers, and three school principals. A purposive sampling technique was employed to select participants based on their relevance to the research objectives. The sample size for student participants was determined using the Isaac and Michael sample size table, applying a 5% margin of error, in consideration of the limited time allocated by the participating school principals. Approval to conduct the study was obtained from the division supervisor as well as the principals of the selected elementary schools.

3. Findings and discussion

This study aims to evaluate the implementation of the Merdeka Curriculum at SDN 1 Sindurejo using the CIPP evaluation model, which includes four main components: context, input, process, and product evaluation.

In the context evaluation aspect, the findings show that the implementation of the Merdeka Curriculum at SDN 1 Sindurejo is driven by national policy directives and the school's need to provide a more flexible, enjoyable, and student-centered learning experience. Teachers and the principal demonstrate a fairly good understanding of the main objectives of the curriculum, such as strengthening the Pancasila Student Profile and differentiated learning. However, this understanding has not yet been fully realized in practice. Some teachers still struggle to connect the curriculum philosophy with concrete classroom learning approaches.

The school's decision to adopt the Merdeka Curriculum was influenced by national directives and a shared understanding of educational reform (Kemendikbudristek, 2020). However, while the school's vision and mission are aligned with the Pancasila Student Profile, a gap remains between conceptual understanding and practical implementation. A local perspective from academics at Universitas Muria Kudus further reinforces these findings. According to Prof. Dr. Sri Utaminingsih, M.Pd., the Merdeka Curriculum offers advantages in simplifying the learning process, granting greater autonomy to both teachers and students, and enhancing the relevance and interactivity of learning (Sri Utaminingsih, 2024). Similar findings by Hattarina & Agustin, (2021) show that the transition from knowledge to praxis remains a critical challenge.

In terms of input evaluation, the readiness of resources supporting the curriculum implementation varies. Although most teachers have attended Merdeka Curriculum training, only around 60% are able to independently design teaching modules that align with student needs. The school's infrastructure, especially for project-based learning, remains limited in some classrooms, particularly at lower grade levels (Faudillah et al., 2023). The principal has shown support by facilitating internal training and applying flexible policies in lesson planning, but this has not been accompanied by a structured monitoring and evaluation system.

The evaluation of the implementation of the Merdeka Curriculum at SDN 1 Sindurejo reveals complex dynamics across the input, process, and product aspects. From the input perspective, although the majority of teachers are certified (85.71%), only a portion are truly capable of independently developing differentiated learning modules. This suggests that certification alone does not fully reflect teachers' pedagogical readiness to implement approaches aligned with the philosophy of the Merdeka Curriculum. This finding aligns with research by Romlah et al., (2023) which revealed that elementary school teachers still face difficulties in applying differentiated instruction due to limited understanding and experience in designing lesson plans that are responsive to students' needs. Similarly, the study by Rizandi et al., (2024) found that although teachers had attempted to incorporate learning styles into instructional design, they often defaulted to uniform approaches due to time constraints and limited resources.

Infrastructure readiness also presents a significant challenge. While some classrooms have been adapted to support project-based learning, the majority of facilities still fall short of fully supporting this method. This reflects a gap between the flexible, collaborative learning environments envisioned by the Merdeka Curriculum and the realities of available infrastructure. Hemaswitary et al., (2023), in a case study of elementary schools, noted that inadequate facilities remain a major barrier to the implementation of active learning approaches, including projects based on the Pancasila Student Profile.

From the process perspective, the application of Merdeka Curriculum principles is beginning to take shape, as evidenced by a shift toward more student-centered learning methods. Some teachers have experimented with differentiated instruction and formative assessment as part of the learning process. However, lecture-based teaching still dominates classroom practices. Rizandi et al., (2024) observed that although efforts toward differentiation are being made at the elementary level, implementation remains inconsistent due to technical challenges and administrative burdens. Moreover, Pancasila Student Profile-based projects have been implemented but remain incidental and are not yet fully integrated into the daily curriculum. This issue is echoed in Romlah et al., (2023) findings, which highlighted that many teachers are not yet accustomed to designing project-based assessments and often struggle to determine competency achievement indicators within the context of P5 (Pancasila Student Profile) activities.

In terms of product, the implementation of the Merdeka Curriculum has had a positive impact on student learning outcomes. Data indicates an average score increase of 8–12 points in Language and Mathematics subjects following curriculum implementation. This improvement is evident not only in cognitive domains but also in non-cognitive areas such as self-confidence, communication skills, and collaboration, particularly among students actively engaged in project-based learning. However, the evaluation also reveals disparities in learning outcomes based on students' socioeconomic backgrounds. Those from families with limited access to learning support at home tend to show relatively lower achievement. These findings are consistent with the research of May Sinta et al., (2024), which emphasizes that the successful implementation of the Merdeka Curriculum at the elementary level greatly depends on the readiness of school resources and the presence of a supportive home learning environment.

Overall, the findings of this study indicate that the implementation of the Merdeka Curriculum at SDN 1 Sindurejo is at an early but promising stage, despite facing several challenges related to resource readiness and the consistency of field implementation.

4. Conclusions and recommendations

The implementation of the Merdeka Curriculum at SDN 1 Sindurejo has not yet reached optimal levels, although it has shown several positive achievements. The development of the School Operational Curriculum (Kurikulum Operasional Satuan Pendidikan or KOSP) has met the standards (60%) and reflects the school's vision and the values of the Pancasila Student Profile.

In terms of input, infrastructure is relatively adequate (92.31%), most teachers meet the required qualifications and demonstrate professionalism (85.71%), and students show learning readiness (60%), although their active participation still needs improvement. The learning process is fairly well-conducted, but the learning environment should be made more inspiring, and lesson planning remains insufficient (60%).

Student learning outcomes show improved achievement (75%), although formative assessment practices still require enhancement. Overall, the Merdeka Curriculum at this school contributes positively to improving education quality and deserves to be continued, provided that continuous improvements are made and the core objectives of the curriculum are redefined.

Based on the findings and conclusions of this study, several recommendations are necessary as efforts to improve and enhance the implementation of the Merdeka Curriculum at SDN 1 Sindurejo. The implementation of the Merdeka Curriculum at SDN 1 Sindurejo faces several challenges, including limited classroom facilities, suboptimal use of learning media and methods, incomplete teacher-developed modules, and weak formative assessment practices. The implementation of the Merdeka Curriculum in elementary schools within the Gatot Subroto Cluster shows encouraging progress, although several obstacles still need to be addressed. These include limited learning facilities, inconsistent use of student-centered teaching methods, and a lack of teacher initiative in independently developing formative assessments and instructional modules. While some aspects of the curriculum have been implemented, continuous improvement is required to achieve its full potential (Rakha Rif'at Aryaputra & Hindun Hindun, 2024).

A key finding of this study is the significant role of school leadership in supporting curriculum implementation. The principal of SD Negeri 1 Gabus actively supports and facilitates teachers by providing necessary training and resources (Artisari et al., 2024). This leadership contributes positively to enhancing teacher preparedness and commitment in aligning classroom practices with the goals of the Merdeka Curriculum.

In conclusion, strengthening the role of principals, alongside consistent teacher development and adequate infrastructural support, is essential for optimizing the implementation of the Merdeka Curriculum. These efforts are crucial to ensuring a more effective, inclusive, and meaningful learning experience for all students. Addressing these issues requires targeted teacher training and strong principal supervision. While the CIPP evaluation indicates the curriculum's potential to improve learning outcomes, further adjustments are needed in teacher readiness, infrastructure, and student engagement. With collaborative support from all stakeholders, the curriculum can promote more effective, innovative, and character-building education.

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