



Evaluation of the Merdeka Curriculum Program at SMKN 1 Luak

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Abstract: Education plays an important role in improving human resources and shaping adaptive character. To address post-pandemic learning challenges, Indonesia introduced the Merdeka Curriculum, emphasizing flexibility and competency development. This study evaluates the Merdeka Curriculum implementation at SMKN 1 Luak, Lima Puluh Kota Regency, West Sumatra, using the CIPP (Contextual, Input, Process, Product) model. The evaluation covers the 2023/2024 academic year, following its introduction in 2022. A mixed-method approach (qualitative and quantitative) was used for data collection through observations, interviews with teachers, students, and administrators, and analysis of relevant curriculum documents. The results indicate that the context aspect (National Education Standards and School-Level Curriculum) is very good (91.11%). The input aspect (teacher qualifications, infrastructure, reference books) is generally good, but there are shortcomings in qualified teachers, reference books, and subject guidelines. The learning process is rated as adequate (77.18%), with challenges in teaching strategies and student engagement. Student learning outcomes were rated as adequate (79.12%), with room for improvement in critical thinking and problem-solving skills. The Merdeka Curriculum positively impacts education quality, but improvements in facilities, teacher training, and motivation are needed to optimize its effectiveness. These findings suggest schools with similar contexts can benefit by focusing on teaching infrastructure and professional development.

Keywords: CIPP program evaluation; Education quality; Merdeka curriculum; Post-pandemic learning; SMKN 1 Luak

Introduction

Education is a fundamental pillar in building superior human resources and character, as well as a catalyst for the progress of a nation (Darmawan et al., 2024; Hübel et al., 2023; Fadhli, 2024). In a dynamic global context, the education system is required to be able to produce generations that not only master technical knowledge but also can think critically, creatively, and adaptively to change (Chukwuemeka & Garba, 2024; Javed, 2025). The curriculum as the main component of the education system plays a central role

in realizing educational goals. Curriculum design must continue to evolve to meet the challenges of the times (Abo-Khalil, 2024; Law, 2022). In Indonesia, efforts to improve the curriculum have been carried out continuously since independence in response to socio-cultural, economic, political developments and technological advances (Abidin et al., 2023; Ervia et al., 2024; Simarmata & Mayuni, 2023). The legal basis for curriculum development is contained in Law No. 20 of 2003 concerning the National Education System which emphasizes the importance of preparing a curriculum that is adaptive and oriented to future needs.

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The disruption of education due to the COVID-19 pandemic accelerated curriculum innovation in Indonesia through three evolutionary phases: emergency curriculum (2020), prototype curriculum (2021), and finally Merdeka Curriculum (2022). The Merdeka Curriculum, which is regulated in Permendikbudristek No. 12 of 2024, comes as a solution to learning loss and learning gaps with the main characteristics of flexibility, focus on essential material, and differentiated learning approaches (Windiana et al., 2024). Philosophically, it emphasizes independent learning, allowing education units to tailor learning to students' characteristics and local potential (Ridwan & Samsul, 2022; Ingtias et al., 2022; Sun et al., 2024). The curriculum is structured around three main pillars: project-based learning (PjBL), holistic formative assessments, and strengthening the Pancasila Student profile (Muin et al., 2024; Khomsariyani et al., 2024).

This research focuses on the implementation of the Merdeka Curriculum at SMKN 1 Luak, located in Luak District, Lima Puluh Kota Regency, West Sumatra, which is a prominent vocational school. SMKN 1 Luak is known for its focus on technical expertise in fields such as automotive and electronics, making it a critical institution for developing future professionals who meet industry standards. The school has been recognized as a driving school in West Sumatra since 2021, and its implementation of the Merdeka Curriculum is a key part of this transformation. The study aims to evaluate how the Merdeka Curriculum has been integrated into vocational education and its impact on student competencies, with a specific focus on bridging the gap between curriculum expectations and the reality of vocational training in Indonesia.

The implementation of Merdeka Curriculum at SMKN 1 Luak faces several challenges, including the limited understanding of project-based learning methods and the persistence of teacher-centered approaches. Half of the teaching staff is still using outdated lesson plans based on the 2013 curriculum format. These challenges hinder the alignment of the ideal Merdeka Curriculum with the actual classroom practice, highlighting the need for improvement in both teacher training and infrastructure. The novelty of this research lies in evaluating the Merdeka Curriculum's implementation in a vocational school context, an area often underexplored in curriculum evaluations. It also contributes to understanding the specific challenges vocational schools face in adapting to the Merdeka Curriculum.

This study aims to evaluate the Merdeka Curriculum's implementation at SMKN 1 Luak using the CIPP (Context, Input, Process, Product) model, providing a comprehensive analysis of the curriculum's fit with local needs, resource availability,

implementation quality, and impact on learning outcomes (Dizon, 2023; Rejina & Baral, 2023; Toosi et al., 2021). The significance of this research is in contributing to the development of vocational education policy in Indonesia, particularly in the context of curriculum disruption and the industry 4.0 era. It offers valuable insights into enhancing teacher capacity, improving infrastructure, and fostering an effective project-based learning environment, with implications for both local and national educational policies.

The findings will serve as a reference for the West Sumatra Provincial Education Office in supporting schools implementing the Merdeka Curriculum. The research also enriches theoretical discussions on vocational curriculum evaluation, particularly in the post-pandemic education landscape. The results will help refine the curriculum to better align with the needs of the workforce and prepare students for future challenges.

Method

Research Methods

This research uses a mixed-methods sequential explanatory approach with Stufflebeam's CIPP (Context, Input, Process, Product) evaluation model to analyze the implementation of the Merdeka Curriculum. The first stage involves collecting qualitative data through in-depth interviews and participatory observations to evaluate aspects of context (policy suitability) and input (infrastructure readiness). In this phase, qualitative data are gathered from key informants such as school administrators, curriculum development team members, and teachers, which provides insight into how the curriculum aligns with local needs and how resources are allocated.

The second stage involves the collection of quantitative data through structured surveys designed to measure process (learning implementation) and product (learning outcomes) aspects. The qualitative findings inform the development of these survey instruments, ensuring they address the issues identified in the qualitative phase. This ensures that the quantitative data collected is directly relevant to understanding the learning environment and outcomes.

The integration of these two approaches enables data triangulation, ensuring the findings are robust and comprehensive. Qualitative data are analyzed using an interactive model technique, which includes data reduction, presentation, and verification. Quantitative data are processed using descriptive statistics (percentage and mean). This combination results in a holistic evaluation that provides a deeper understanding of the gap between curriculum planning and its implementation at SMKN 1 Luak.

Research Subject

The subjects of this study included all stakeholders involved in the implementation of the Merdeka Curriculum at SMKN 1 Luak, located in Luak District, Lima Puluh Kota Regency, West Sumatra. The primary respondents were: the Managerial Supervisor (1 person), Curriculum Development Team (10 people), Deputy Principal (2 people), teachers (50 people), and students (100 people). These stakeholders were selected purposively to ensure comprehensive representation of various levels of curriculum implementation. In addition, school documents were used as secondary data sources. The total number of respondents selected was 163, chosen to provide a broad spectrum of views on the curriculum's implementation.

For in-depth interviews, key informants were selected based on their roles and expertise, including teacher representatives from different fields of study, members of the curriculum development team, and school administrators. This selection ensured a well-rounded perspective of the curriculum implementation process.

In participatory observations, specific aspects of learning implementation were observed, including teacher-student interactions, the use of project-based learning (PjBL) methods, and how well the student-centered approach of the Merdeka Curriculum was integrated into classroom practices. Observations were conducted over a period of 3 months, with bi-weekly sessions to capture various teaching methods and their effectiveness in fostering an adaptive learning environment.

Research Instruments

This study utilized three types of data collection instruments, all of which were validated by experts to ensure their accuracy and reliability. These included questionnaires to measure respondents' perceptions of curriculum implementation, semi-structured interview guidelines to gather in-depth information from key informants, and documentation studies to review supporting documents such as learning devices and student assessment results. The instruments were developed based on the CIPP (Context, Input, Process, Product) evaluation model, carefully considering the specific characteristics of the Merdeka Curriculum at SMK. The questionnaires aimed to capture respondents' perceptions, while the interviews provided detailed insights into the experiences and perspectives of key informants, such as teachers, administrators, and curriculum developers.

To ensure the validity and reliability of the instruments, they were validated by two curriculum experts and one educational evaluation expert. The validation process included assessments of content

validity, ensuring the instruments covered the intended topics, and construct validity, ensuring the instruments measured the intended constructs, such as curriculum implementation, teaching practices, and student outcomes. Additionally, the reliability of the instruments was tested through pilot testing and the calculation of Cronbach's Alpha for the questionnaires, ensuring internal consistency. These steps ensured the instruments were accurate and dependable for data collection. The research instruments were designed to evaluate the four main components of the CIPP model: the context was assessed through a study of the National Education Standards document and the KOSP (Education Unit Operational Curriculum) questionnaire directed to the TPK Team; the input was analyzed through interviews and documentation regarding the background of teaching and education personnel, as well as students' backgrounds via questionnaires and interviews; the process was measured through questionnaires and observations of learning implementation; and the product was evaluated through document analysis of student learning outcomes.

Data Analysis Technique

The Data Analysis Techniques used in this study involve both descriptive analysis for quantitative data and a thematic approach for qualitative data, ensuring comprehensive evaluation of the collected data. The descriptive analysis approach is used to characterize and evaluate the data from each assessed feature. For the quantitative data, a 4-point scale was applied to evaluate the respondents' answers on the questionnaires, with scores ranging from 1 to 4. The steps for analyzing the quantitative data included: scoring the questionnaire results, summing up the scores for each aspect, grouping the scores based on the level of tendency, and calculating the percentage of each tendency according to the existing categories. This allows for a clear understanding of the distribution and trends in the data.

For the qualitative data, collected through semi-structured interviews and participatory observations, a thematic analysis was conducted. This process involved transcribing the interviews, coding the responses, and categorizing the data into relevant themes that emerged from the data. These themes were then analyzed to understand the patterns and underlying factors contributing to the implementation of the Merdeka Curriculum. The qualitative findings were integrated with the quantitative results through data triangulation, which allowed for a more nuanced understanding of the research problem. This integration helps in interpreting the survey results in light of the qualitative insights, offering a more holistic view of how curriculum implementation is perceived and practiced.

By combining these methods, the study is able to provide both statistical trends and in-depth qualitative insights, leading to a comprehensive and well-rounded analysis of the Merdeka Curriculum implementation. The quantitative and qualitative data were analyzed separately but triangulated during the final interpretation to provide a complete picture of the curriculum's effectiveness. Equation 1 is the formula for analyzing the data.

$$P = \frac{f}{n} \times 100\%$$

(1)

Description:
P = Percentage
f = Frequency
n = Number of data available

After obtaining the value, the value is transformed into qualitative form. The lattice of qualitative assessment instruments can be seen from Table 1.

Table 1. Instrument assessment grid

Achievements results	Criteria
91 – 100	Excellent
81 – 90	Good
71 – 80	Enough
61 – 70	Less
≤ 60	Very less

Result and Discussion

Result
Context Evaluation

A description of how to determine program planning, program needs, and program objectives is called a context evaluation. The context component in this evaluation is the National Education Standards (SNP), the Education Unit Curriculum (KSP) in 2024, with two main elements. The following table explains the context component research findings.

Table 2. Results of the context component

Indicator	Percentage (%)	Criteria
National Education Standards (SNP)	-	Excellent
Education Unit Curriculum (KSP)		
School Vision, Mission and Objectives	91.12	Excellent
Structure and Content of the School Curriculum	91.08	Excellent

Context evaluation refers to determining program planning, needs, and objectives, which provides insight into the overall alignment of the curriculum with national standards and school-specific goals. In this evaluation, the National Education Standards (SNP) and Education Unit Curriculum (KSP) for 2024 were used as

the primary indicators. The findings show that the vision, mission, and objectives of the school and the structure and content of the school curriculum received scores of 91.12 and 91.08%, respectively, both categorized as excellent. The SNP at SMKN 1 Luak falls into the very good category (91.12%), indicating thorough implementation of nearly all national education standards. These standards include content, process, graduate competencies, educators and education personnel, infrastructure, management, financing, and educational assessment. The school has maintained regular evaluations of these standards through annual documentation studies by school supervisors.

The KSP at SMKN 1 Luak also demonstrated high quality (91.1%), with components such as an inspiring vision, measurable mission and goals, and alignment with industry needs meeting the criteria perfectly. The curriculum structure, which adheres to Permendikbudristek No. 12/2024, covers subject structure, hour allocation, and character development. Annual assessments by the Provincial Curriculum Development Team confirmed that the KSP document met all necessary requirements, highlighting the school's efforts to align its curriculum with industry standards.

Input Evaluation

The evaluation of input revealed that 84.9% of the teaching staff at SMKN 1 Luak have completed a Bachelor's degree (S1), with 15.1% holding a Master's degree (S2). Additionally, 73.6% of teachers hold teaching certificates, while there are three driving teachers. However, the distribution of teachers remains uneven, especially in Light Vehicle and Motorcycle Engineering majors. Regarding education personnel, 58.8% have a high school/vocational school education, and the majority of staff (94.1%) are honorary workers. Interviews revealed that while 50% of productive teachers have industrial experience, there is still a gap in the competency development of education personnel, particularly in the areas of updated teaching practices and industry standards.

Student cognitive data analysis indicates an average entry score of 76.11-77.2, with parental support of 86.46%. The vocational infrastructure meets industry standards (90%), but facilities such as projectors (40%) and library collections (60%) need improvement. Furthermore, practicum equipment meets the latest industry standards for only 45%, and science and language laboratories are still lacking sufficient equipment (35% completion). Qualitative findings highlighted three primary challenges: the competency gap between theory and practice teachers (35% of theory teachers are not certified), limited access to learning resources (textbook ratio of 1:3), and the need for

increased capacity of education personnel (only 23.5% hold a Bachelor’s degree). Despite these challenges, the school has developed an adaptation strategy through a mobilizing teacher program and partnerships with 60% of cooperation partners.

Based on in-depth interviews with stakeholders, this study revealed some in-depth qualitative findings. First, regarding teacher readiness, the principal stated, *“The majority of our productive teachers have had direct industry experience, with 50% having participated in an industry internship program in the last 3 years.”* However, the Curriculum Representative added, *“Theory teachers still need specialized training to integrate the project-based approach in Merdeka Curriculum.”* Secondly, in terms of learning dynamics, the Deputy of Student Affairs explained, *“We face challenges in adjusting teaching methods to the heterogeneity of student abilities, where 40% of students need a special approach.”* However, he also emphasized, *“Strong parental support is the main driving factor for students’ learning motivation.”* Third, regarding infrastructure, the Head of Facilities revealed, *“Although the department’s workshop has met industry standards, we still lack 5 projector units to support digital learning in 30% of classes.”* Meanwhile, the Head of Library stated, *“Our library collection is still dominated by old books (60%), with a textbook availability ratio of 1:3 students.”*

Adaptation strategy is also an important point. The principal asserts, *“We have built partnerships with 15 companies for curriculum alignment and work practices.”* In addition, the Vice Curriculum adds, *“Teachers are leading communities of practice to share more inclusive teaching strategies.”* These qualitative findings reinforce quantitative results, such as the high qualifications of teachers (84.9% S1) that support pedagogical readiness, while confirming the real challenges in the field, including limited facilities and the need for capacity building of educators.

Process Evaluation

The process evaluation is related to the implementation of the Merdeka curriculum program at SMK Negeri 1 Luak. Indicators that become process evaluations are learning planning, learning implementation. Information from the results of the process evaluation was carried out using questionnaires with teacher respondents and interviews with respondents from the deputy school for curriculum. Table 3 is the teacher's tool for lesson planning.

Table 3. Teacher tools on lesson planning

Indicator	Percentage (%)	Criteria
Administration	77.54	Enough
Learning objectives	80.17	Enough
Modul	78.67	Enough

The process evaluation assesses the implementation of the Merdeka Curriculum, particularly focusing on lesson planning and learning implementation. Data was gathered through questionnaires for teachers and interviews with the deputy principal for curriculum. The results revealed that administrative completion of lesson plans scored a 77.54% sufficiency rate, with learning objectives and modules showing scores of 80.17 and 78.67%, respectively. However, there is a significant gap in the use of diagnostic assessments for lesson planning, with only 62% of teachers incorporating assessment results into instructional design. This suggests that while structural curriculum requirements have been met, many educators still struggle to adjust their teaching based on diagnostic data.

Further analysis revealed challenges in pedagogical implementation, particularly in aligning vocational objectives with industry needs. Teachers demonstrated only 68% proficiency in aligning the Learning Outcome Standards (Kepmendikbudristek No. 032/H/KR/2024) for vocational education, and the application of differentiated learning strategies (45% adoption) and Project/Problem-Based Learning (PjBL) (37% adoption) was limited. The inadequate use of initial assessments for planning and the development of summative assessments (41% misalignment with learning objectives) were also identified as areas requiring attention. Interviews revealed that while the school mandates teachers to complete learning administration, there are gaps in ensuring that all teachers meet the expected standards. Teachers also reported difficulties in implementing problem-based learning models, with a mismatch between curriculum expectations and actual classroom practices.

Based on in-depth interviews with the Vice Principal for Curriculum, it was revealed that *“Every school year, the school always makes an Education Unit Curriculum (KSP), to which this KSP is attached a teacher's kit of one sample each per subject at each level.”* However, he admitted that *“indirectly we require all teachers to make and complete their learning administration,”* which indicates a need for strengthening in the implementation of this policy. Regarding learning models, the resource person explained that *“we strongly recommend problem-based learning or project-based learning models,”* but acknowledged the implementation constraints by stating that *“for one semester, teachers usually make more than one module, but sometimes only one of the modules made is by the instructions.”*

The resource person explained the efforts to increase teachers' capacity through *“IHT for making lessons every year”* to develop appropriate learning objectives. He emphasized that *“for productive teachers we expect learning objectives to reflect the SKKNI in SMK,”* adding that *“in general, teachers have started to understand*

it.” However, a specific constraint was found in the flow of learning objectives, where “what is a bit of an obstacle is in productive subjects, sometimes the vocational basics or vocational concentrations are taught by several teachers,” so “they have to sit together in determining the objectives and flow of subject objectives.”

This interview finding shows harmony with the quantitative data obtained through the questionnaire. As the interviewee stated, “broadly speaking, the interview results are in line with the questionnaire data distributed to teachers,” confirming the shortcomings in teacher administration at the planning stage. The main focus of improvement lies in “the creation of learning objectives, the flow of learning objectives and the learning model designed by teachers,” which requires a more systematic approach in teacher professional development, especially for productive subjects that require adjustments to industry competency standards.

In addition, in evaluating the learning implementation process, based on the principles of the Merdeka Curriculum, learning ideally includes: assessment at the beginning, middle, and end of the learning process; adjustment of learning based on the needs of students; focus on learning progress rather than material completeness; and collaborative reflection between educators. However, implementation at SMKN 1 Luak is still not optimal, with an average learning implementation score of 73.51%. The main obstacles lie in the implementation of initial tests, selection of learning models, and assessment of learning outcomes, as expressed by the Vice Principal for Curriculum: “Only a small number of teachers utilize student diagnostic tests in learning.”

The Merdeka Curriculum emphasizes the importance of differentiated learning and continuous formative assessment. But in reality, the Deputy Principal stated, “From monitoring, there are still many teachers doing teacher-centered learning.” Even when a problem-based learning model has been planned, its implementation is often not appropriate. The resource person adds, “For differentiated learning, practically not all

teachers can implement it. Although conceptually we have shared knowledge with them, it has not been able to run optimally.” This shows a gap between conceptual understanding and implementation ability in the classroom.

Product Evaluation

Product evaluation is a type of evaluation that aims to measure the success and implementation of the program. Furthermore, evaluation findings are used to decide on the next course of action. A comparison between the design objectives and the achieved program outcomes is required for this product analysis. Test scores, percentages, observation data, and other results that can be linked to more specific objectives are some examples of how findings are evaluated.

Learning outcomes are one of the student learning outcome indicators evaluated in this research product evaluation. The success of these learning outcomes is seen in the learning outcomes of students. One of the learning outcomes of students can be seen from the students' report cards in each semester. Figures 1 and 2 below explain the results of research on learning outcomes in the odd semester of the 2024-2025 school year.

Product evaluation focuses on measuring the outcomes of the Merdeka Curriculum’s implementation. Learning outcomes are one of the indicators evaluated, with success measured by student report cards. The results from the odd semester of the 2024-2025 academic year show average scores of 78.8 for Class X and 79.44 for Class XI, indicating that the students’ performance is approaching the good category. However, there is no significant change in students' cognitive abilities from when they entered SMKN 1 Luak to after completing their studies. This finding suggests that while academic progress is being made, the improvement in cognitive abilities has not reached the expected levels, as further evaluation of cognitive development is needed to explain this gap.

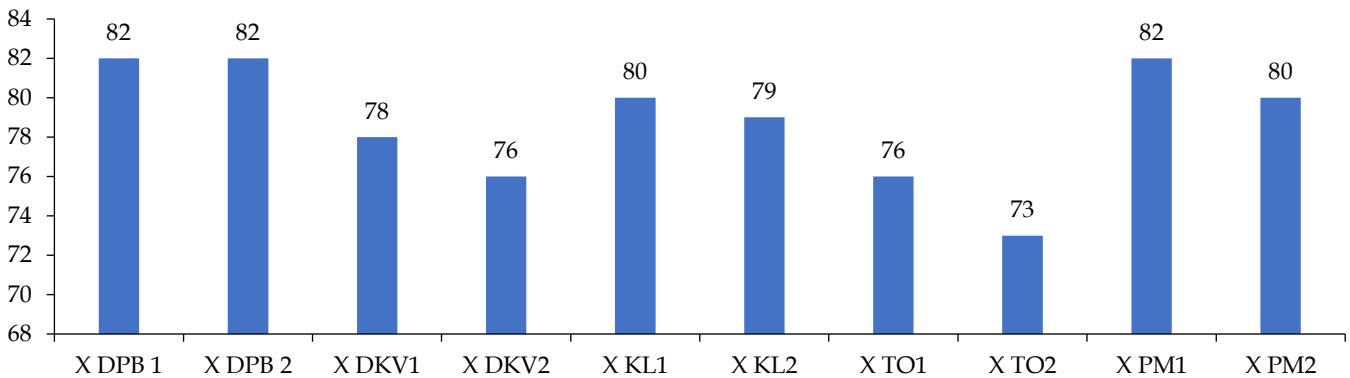


Figure 1. Diagram of Average Report Card Score of Class X Students

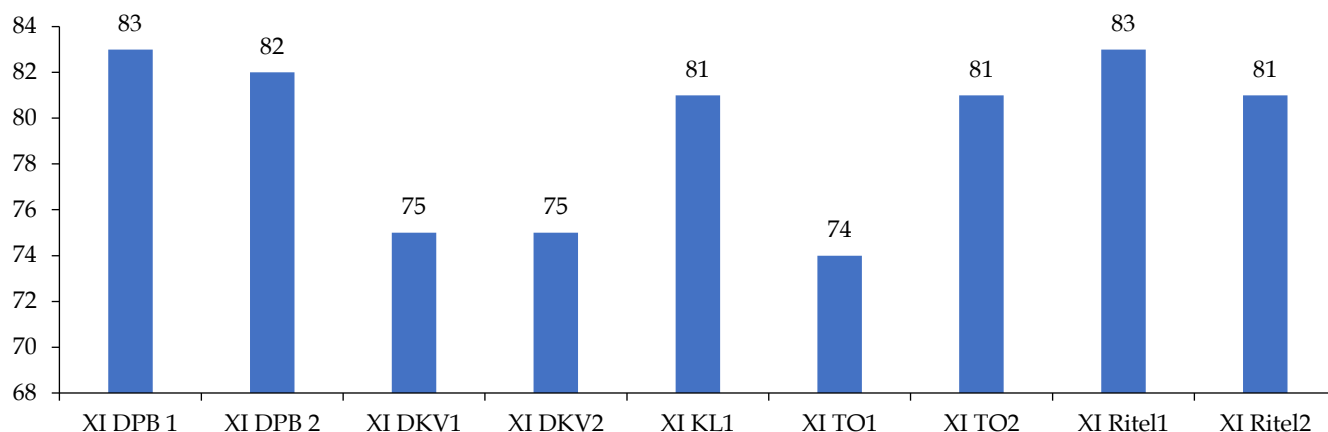


Figure 2. Diagram of Average Report Card Score of Class XI Students

Discussion

Evaluation using the CIPP model revealed that the implementation of the Merdeka Curriculum at SMKN 1 Luak was not optimal, contrary to the findings of Puspitasari & Muadin (2023) and Yahya et al. (2024) in other schools. The results of the context component show strength in curriculum documents (a score of 92.12 for the vision-mission and 91.08 for the curriculum structure), however, “administratively the curriculum documents are very good, but implementation in the field still faces obstacles” (Deputy Principal). This finding is in line with Nur & Arfandi (2023) research which identified a gap between planning and implementation. The underlying reason for this discrepancy might be attributed to a lack of systematic teacher training and the absence of a robust framework for supporting teachers in applying these well-developed documents in the classroom.

In the input component, teaching staff showed adequate qualifications (84.9% S1, 73.6% certified), but the distribution of productive teachers was uneven. Vocational facilities meet industry standards (90%), while general learning facilities are still limited (40% projector availability). The principal stated, “we facilitate teacher internships in the industry,” but the main challenge lies in the capacity of education personnel (58.8% have a high school education). This condition is exacerbated by student characteristics with an average entry score of 76.11-77.2 which requires a differentiated approach.

The process component scored 73.51% (sufficient category), with the main weaknesses in: (1) utilization of diagnostic assessment (only 45%), (2) application of PjBL/PBL (37%), and (3) differentiated learning. The Vice Curriculum admitted, “80% of the modules are only the first to be maximized.” This finding is consistent with the research of Ibrahim et al. (2024) on the limitations of project implementation. The key inhibiting factor is the learning culture that is still teacher-centered,

although conceptually teachers have understood the principles of Merdeka Curriculum.

In the product component, student learning outcomes are in the sufficient category with completeness referring to the Criteria for Achieving Learning Objectives (KKTP). However, “learning achievement is still influenced by students' cognitive limitations and supporting facilities” (Deputy Student Affairs). This research confirms the findings of Syamsiar et al. (2023) that the impact of the curriculum has not been optimal, especially in accommodating the heterogeneous needs of students. Partial success was seen in increasing learning motivation (Enawati et al., 2024).

The research findings reinforce Stufflebeam's program evaluation theory by demonstrating that the success of a curriculum relies not only on the readiness of its documentation (context) but also on the consistency of its implementation (process). Key recommendations include strengthening teachers' communities of practice by encouraging regular collaboration and knowledge sharing, providing intensive support for the preparation and use of diagnostic assessments, and ensuring the allocation of adequate resources for essential learning tools.

Conclusion

Based on a comprehensive evaluation using the CIPP (Context, Input, Process, Product) model, the implementation of the Merdeka Curriculum at SMKN 1 Luak, shows mixed results. In the context aspect, the school has succeeded in developing high-quality curriculum documents, with an achievement of 91.12% for the vision-mission and 91.08% for the curriculum structure, aligning well with national education standards. However, a significant gap exists between planning and actual implementation. For instance, only 37% of teachers consistently implement Project-Based

Learning (PjBL), and 45% of teachers use diagnostic assessments for making teaching adjustments. These gaps in practice suggest that while planning documents are strong, translating them into effective classroom instruction remains a challenge. In terms of inputs, while 84.9% of the teaching staff hold a Bachelor's degree, and vocational facilities meet 90% of industry standards, challenges persist. These include limited supporting infrastructure such as projectors and library collections, and an uneven distribution of teachers across specialties, particularly in high-demand vocational areas. The results from the product evaluation show that the average student score in Class X was 78.8 and in Class XI was 79.44, both of which fall into the sufficient category, indicating that while students are progressing, there is no significant improvement from their initial abilities. The findings of this study lead to several key recommendations. First, intensive training programs are needed to improve teachers' capacity in designing project-based learning and authentic assessments. Second, providing adequate supporting infrastructure, including digital equipment and teaching materials that align with vocational needs, is essential. Third, strengthening partnerships with the industrial sector is crucial to ensure the curriculum aligns with the needs of the labor market and prepares students for future careers. Theoretically, this research contributes significantly to the field of curriculum evaluation, offering empirical evidence of the Merdeka Curriculum's implementation in a vocational school environment. The findings emphasize the importance of a holistic approach that integrates policy, resource availability, and effective learning practices. The results of this evaluation can serve as a foundation for developing a more adaptive curriculum evaluation model, especially in addressing the challenges of post-pandemic education and the demands of the Industrial Revolution 4.0.

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Author Contributions

Writing—original draft preparation, methodology and analysis, L.A.; Conceptualization, review and editing, formal analysis, F.R.; Review and editing, formal analysis, M.G.; Review and editing, formal analysis, W.

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Conflicts of Interest

The authors declare no conflict of interest.

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