

EVALUATING THE IMPLEMENTATION OF THE *MERDEKA* CURRICULUM IN ENGLISH TEACHING AT MAN PALOPO

A Thesis

Submitted to Fulfill the Requirements for the Master's Degree in English Language Teaching (M.Pd.)



UIN PALOPO

Proposed by

ANDI HUSNI A. ZAINUDDIN
2305040003

**ENGLISH EDUCATION STUDY PROGRAM
POSTGRADUATE
STATE ISLAMIC UNIVERSITY OF PALOPO
2025**

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Saya yang bertanda tangan dibawah ini:

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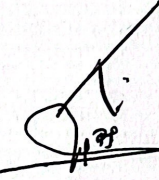
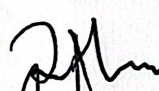
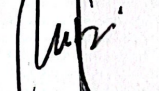
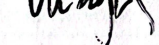
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HALAMAN PENGESAHAN

Tesis berjudul *Evaluating the Implementation of the Merdeka Curriculum in English Teaching at MAN Palopo* yang di tulis oleh Andi Husni A. Zainuddin, Nomor Induk Mahasiswa (NIM) 2305040003, mahasiswa Program Studi Tadris Bahasa Inggris Pascasarjana Universitas Islam Negeri Palopo, yang di munaqasyahkan pada hari Selasa, tanggal 19 Agustus 2025 bertepatan dengan 25 Safar 1447 Hijriyah, telah diperbaiki sesuai catatan dan permintaan Tim Penguji, dan diterima sebagai syarat meraih gelar Magister Tadris Bahasa Inggris (M.Pd.).

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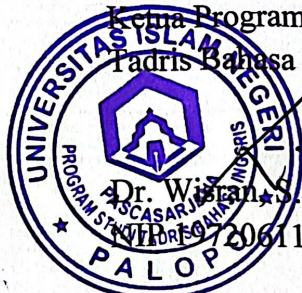
1. Dr. Wisran, S.S., M.Pd.	Ketua Sidang/Penguji	()
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PEDOMAN TRANSLITERASI ARAB-LATIN

Transliterasi yang dipergunakan mengacu pada SKB antara Menteri Agama dan Menteri Pendidikan dan Kebudayaan R.I., masing-masing Nomor: 158 Tahun 1987 dan Nomor: 0543b/U/1987, dengan beberapa adaptasi.

1. *Konsonan*

Transliterasinya huruf Arab ke dalam huruf Latin sebagai berikut:

Aksara Arab		Aksara Latin	
Simbol	Nama (bunyi)	Simbol	Nama (bunyi)
ا	Alif	tidak dilambangkan	tidak dilambangkan
ب	Ba	B	Be
ت	Ta	T	Te
ث	Sa	Ṣ	es dengan titik di atas
ج	Ja	J	Je
ح	Ha	Ḥ	ha dengan titik di bawah
خ	Kha	Kh	ka dan ha
د	Dal	D	De
ذ	Zal	Ẓ	Zet dengan titik di atas
ر	Ra	R	Er
ز	Zai	Z	Zet
س	Sin	S	Es
ش	Syin	Sy	es dan ye
ص	Sad	Ṣ	es dengan titik di bawah
ض	Dad	ḍ	de dengan titik di bawah
ط	Ta	ṭ	te dengan titik di bawah
ظ	Za	ẓ	zet dengan titik di bawah
ع	‘Ain	‘	Apostrof terbalik
غ	Ga	G	Ge
ف	Fa	F	Ef
ق	Qaf	Q	Qi
ك	Kaf	K	Ka
ل	Lam	L	El
م	Mim	M	Em
ن	Nun	N	En
و	Waw	W	We
ه	Ham	H	Ha

Aksara Arab		Aksara Latin	
Simbol	Nama (bunyi)	Simbol	Nama (bunyi)
ء	Hamzah	‘	Apostrof
ي	Ya	Y	Ye

Hamzah (ء) yang terletak di awal kata mengikuti vokalnya tanpa diberi tanda apa pun, jika ia terletak di tengah atau di akhir, maka ditulis dengan tanda (‘).

2. Vokal

Vokal bahasa Arab, seperti vokal bahasa Indonesia, terdiri atas vokal tunggal atau monoftong dan vokal rangkap atau diftong. Vokal tunggal bahasa Arab yang lambangnya berupa tanda atau harakat, transliterasinya sebagai berikut:

Aksara Arab		Aksara Latin	
Simbol	Nama (bunyi)	Simbol	Nama (bunyi)
أ	<i>Fathah</i>	A	A
إ	<i>Kasrah</i>	I	I
أ	<i>Dhammah</i>	U	U

Vokal rangkap bahasa Arab yang lambangnya berupa gabungan antara harakat dan huruf, transliterasinya berupa gabungan huruf, yaitu:

Aksara Arab		Aksara Latin	
Simbol	Nama (bunyi)	Simbol	Nama (bunyi)
يَ	<i>Fathah dan ya</i>	ai	a dan i
وِ	<i>Kasrah dan waw</i>	au	a dan u

Contoh :

كَيْفَ : *kaifa* BUKAN *kayfa*
هَوْلَ : *hauila* BUKAN *hawla*

3. Penelitian Alif Lam

Artikel atau kata sandang yang dilambangkan dengan huruf ال (*alif lam ma'arifah*) ditransliterasi seperti biasa, *al-*, baik ketika ia diikuti oleh huruf *syamsiah* maupun huruf *qamariah*. Kata sandang ditulis terpisah dari kata yang mengikutinya dan dihubungkan dengan garis mendatar (-).

Contohnya:

الْشَّمْسُ : *as-syamsu* (bukan: *al-syamsu*)
الزَّلْزَلَةُ : *az-zalzalah* (bukan: *al-zalzalah*)
الْفُلْسَلَةُ : *al-falsalah*
الْبِلَادُ : *al-bilādu*

4. *Maddah*

Maddah atau vokal panjang yang lambangnya berupa harkat dan huruf, transliterasinya berupa huruf dan tanda, yaitu:

Aksara Arab		Aksara Latin	
Harakat huruf	Nama (bunyi)	Simbol	Nama (bunyi)
اَ وَا	<i>Fathah</i> dan <i>alif</i> , <i>fathah</i> dan <i>waw</i>	<i>ā</i>	a dan garis di atas
يِ	<i>Kasrah</i> dan <i>ya</i>	<i>ī</i>	i dan garis di atas
يُ	<i>Dhammah</i> dan <i>ya</i>	<i>ū</i>	u dan garis di atas

Garis datar di atas huruf *a*, *i*, *u* bisa juga diganti dengan garis lengkung seperti huruf *v* yang terbalik, sehingga menjadi *â*, *î*, *û*. Model ini sudah dibakukan dalam font semua sistem operasi.

Contoh:

مَاتَ : mâtâ
رَمَى : ramâ
يَمُوتُ : yamûtu

5. *Ta marbûtah*

Transliterasi untuk *ta marbûtah* ada dua, yaitu: *ta marbûtah* yang hidup atau mendapat harkat *fathah*, *kasrah*, dan *dhammah*, transliterasinya adalah (t). Sedangkan *ta marbûtah* yang mati atau mendapat harkat sukun, transliterasinya adalah (h). Kalau pada kata yang berakhir dengan *ta marbûtah* diikuti oleh kata yang menggunakan kata sandang *al-* serta bacaan kedua kata itu terpisah, maka *ta marbûtah* itu ditransliterasikan dengan ha (h).

Contoh:

رَوْضَةُ الْأَطْفَالِ : *rauḍatul-atfâl*
الْمَدِينَةُ الْفَاضِلَةُ : *al-madinatul-fâḍilah*
الْحِكْمَةُ : *al-hikmah*

6. *Syaddah (tasydid)*

Syaddah atau *tasydid* yang dalam sistem tulisan Arab dilambangkan dengan sebuah tanda *tasydid* (ّ), dalam transliterasi ini dilambangkan dengan perulangan huruf (konsonan ganda) yang diberi tanda *syaddah*.

Contoh:

رَبَّنَا	: <i>rabbanâ</i>
نَجِّنَا	: <i>najjaânâ</i>
الْحَقُّ	: <i>al-ḥaqqâ</i>
الْحَجُّ	: <i>al-ḥajjî</i>
نُعَمِّ	: <i>nu'ima</i>
عَدُوُّ	: <i>'aduwwun</i>

Jika huruf *ى* ber-*tasydid* di akhir sebuah kata dan didahului oleh huruf *kasrah* (سِي), maka ia ditransliterasi seperti huruf *maddah* (â).

Contoh:

عَلِيٍّ	: <i>'Ali</i> (bukan <i>'aliyy</i> atau <i>'aly</i>)
عَرَبِيٍّ	: <i>'Arabi</i> (bukan <i>'arabiyy</i> atau <i>'araby</i>)

7. *Hamzah*

Aturan transliterasi huruf hamzah menjadi apostrof (') hanya berlaku bagi hamzah yang terletak di tengah dan akhir kata. Namun, bila hamzah terletak di awal kata, ia tidak dilambangkan, karena dalam tulisan Arab ia berupa alif.

Contohnya:

تَأْمُرُونَ	: <i>ta'murûna</i>
النَّوْءُ	: <i>al-nau'</i>
شَيْءٌ	: <i>syai'un</i>
أَمِرْتُ	: <i>umirtu</i>

8. *Penelitian Kata Arab yang Lazim digunakan dalam Bahasa Indonesia*

Kata, istilah atau kalimat Arab yang ditransliterasi adalah kata, istilah atau kalimat yang belum dibakukan dalam bahasa Indonesia. Kata, istilah atau kalimat yang sudah lazim dan menjadi bagian dari pembendaharaan bahasa Indonesia tidak lagi ditulis menurut cara transliterasi di atas. Misalnya kata *Hadis*, *Sunnah*, *khusus* dan *umum*. Namun, bila kata-kata tersebut menjadi bagian dari satu rangkaian teks Arab, maka mereka harus ditransliterasi secara utuh.

Dikecualikan dari pembakuan kata dalam Kamus Besar Bahasa Indonesia adalah kata al-Qur'an. Dalam KBBI, dipergunakan kata Alquran, namun dalam penelitian naskah ilmiah dipergunakan sesuai asal teks Arabnya yaitu al-Qur'an,

dengan huruf a setelah apostrof tanpa tanda panjang, kecuali ia merupakan bagian dari teks Arab.

Contoh:

Fi al-Qur'anil-Karîm
As-Sunnah qabla-tadwîn

9. *Lafadz Jalâlah* (الله)

Kata “Allah” yang didahului partikel seperti huruf *jarr* dan huruf lainnya atau berkedudukan sebagai *muḍâf ilaih* (frasa nominal), ditransliterasi tanpa huruf hamzah. Contoh:

دِينُ اللهِ *dînullah* بِالله *billâh*

Adapun *ta marbûtah* di akhir kata yang disandarkan kepada *lafẓ al-jalâlah*, ditransliterasi dengan huruf (t). Contoh:

هُم فِي رَحْمَةِ اللهِ *hum fî rahmatillâh*

10. *Huruf Kapital*

Walaupun dalam sistem alfabet Arab tidak mengenal huruf kapital, dalam transliterasinya huruf-huruf tersebut diberlakukan ketentuan tentang penggunaan huruf kapital berdasarkan pedoman ejaan Bahasa Indonesia yang disempurnakan. Huruf kapital, antara lain, digunakan untuk menuliskan huruf awal nama diri (orang, tempat, bulan) dan huruf pertama pada permulaan kalimat. Bila nama diri didahului oleh kata sandang (al-), maka yang ditulis dengan huruf kapital tetap huruf awal nama diri tersebut, bukan huruf awal kata sandangnya. Jika terletak pada awal kalimat, maka huruf A dari kata sandang tersebut menggunakan huruf kapital (Al-). Ketentuan yang sama juga berlaku untuk huruf awal dari judul referensi yang didahului oleh kata sandang al-, baik ketika ia ditulis dalam teks maupun dalam catatan rujukan.

11. *Transliterasi Inggris*

Transliterasi Inggris-Latin dalam penyusunan tesis sebagai berikut:

<i>Merdeka Curriculum</i>	: Kurikulum Merdeka
<i>Freedom to Learn / Independent</i>	: Merdeka Belajar

Learning

<i>Pancasila Student Profile</i>	: Profil Pelajar Pancasila
<i>Stages of Merdeka Curriculum</i>	: Tahapan Implementasi Kurikulum
<i>Implementation in Educational Units</i>	Merdeka di Satuan Pendidikan
<i>Educational Unit</i>	: Satuan Pendidikan
<i>English Teacher</i>	: Guru Bahasa Inggris
<i>English Teacher Competence</i>	: Kompetensi Guru Bahasa Inggris
<i>English Learning</i>	: Pembelajaran Bahasa Inggris
<i>Students / Learners</i>	: Peserta Didik
<i>Lesson Planning</i>	: Perencanaan Pembelajaran
<i>Learning Implementation</i>	: Pelaksanaan Pembelajaran
<i>Student Engagement</i>	: Keterlibatan Siswa
<i>Collaboration</i>	: Kolaborasi
<i>Reflection and Evaluation</i>	: Refleksi dan Evaluasi
<i>Context Evaluation</i>	: Evaluasi Konteks
<i>Input Evaluation</i>	: Evaluasi Input
<i>Process Evaluation</i>	: Evaluasi Proses
<i>Product Evaluation</i>	: Evaluasi Produk
<i>Research Instrument</i>	: Instrumen Penelitian
<i>Primary Data</i>	: Data Primer
<i>Secondary Data</i>	: Data Sekunder
<i>In-depth Interview</i>	: Wawancara Mendalam
<i>Classroom Observation</i>	: Observasi Kelas
<i>Learning Tools / Teaching Materials</i>	: Perangkat Pembelajaran
<i>21st-Century Skills</i>	: Keterampilan Abad 21
<i>School Operational Curriculum</i>	: Kurikulum Operasional Satuan Pendidikan
<i>Learning Objectives Flow</i>	: Alur Tujuan Pembelajaran
<i>Learning Outcomes</i>	: Capaian Pembelajaran
<i>Pancasila Student Profile</i>	: Proyek Penguatan Profil Pelajar Pancasila
<i>Strengthening Project</i>	

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12. Daftar Singkatan

Beberapa singkatan yang dibakukan di bawah ini:

ATP	: Alur Tujuan Pembelajaran
CBE	: Competence-Based Education
CIPP	: Context, Input, Process, Product
CLT	: Communicative Language Teaching
CP	: Capaian Pembelajaran
DEM	: Discrepancy Evaluation Model
EFL	: English as a Foreign Language
ESL	: English as a Second Language
HOTS	: Higher Order Thinking Skills
Kemendikbudristek	: Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi
KOSP	: Kurikulum Operasional Satuan Pendidikan
P5	: Proyek Penguatan Profil Pelajar Pancasila
PCK	: Pedagogical Content Knowledge
Swt.	: <i>Subhânahū wata'âlâ</i>
Saw.	: <i>Sallallâhu 'alaihi wa sallam</i>
TBLT	: Task-Based Language Teaching
TPACK	: Technological Pedagogical Content Knowledge
ZPD	: Zone of Proximal Development

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inspiration for those who continuously strive in the pursuit of knowledge.

Aamiin Ya Rabbal 'Aalaamiin.

Palopo, 15 September 2025

A handwritten signature in black ink, appearing to read 'Husni' with a stylized flourish at the end.

Andi Husni A. Zainuddin

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- Appendix VII : Documentation

ABSTRAK

Andi Husni A. Zainuddin, 2025. *“Evaluasi Implementasi Kurikulum Merdeka dalam Pengajaran Bahasa Inggris di MAN Palopo.”* Tesis Magister, Program Studi Tadris Bahasa Inggris, Universitas Islam Negeri Palopo, dibimbing oleh Sahraini dan Magfirah Thayyib.

Penelitian ini bertujuan mengevaluasi implementasi Kurikulum Merdeka dalam pengajaran bahasa Inggris di MAN Palopo dengan menggunakan model evaluasi CIPP (*Context, Input, Process, Product*). Penelitian ini menggunakan pendekatan kualitatif melalui wawancara semi-terstruktur dengan dua guru bahasa Inggris, observasi kelas, dan analisis dokumen. Data dianalisis dengan prosedur *grounded theory* yang meliputi *open coding*, *axial coding*, dan *selective coding*. Hasil penelitian menunjukkan bahwa: (1) konteks – tujuan kurikulum sejalan dengan visi sekolah dan kebijakan nasional, namun adaptasi terhadap kebutuhan lokal, karakteristik siswa, dan keragaman budaya masih terbatas; (2) input – pelatihan guru lebih berorientasi pada kebijakan dengan minim penekanan pada penerapan praktis, sementara pemanfaatan fasilitas digital dan sumber belajar belum merata serta belum optimal; (3) proses – pembelajaran masih dominan berpusat pada guru, asesmen formatif jarang digunakan, dan penerapan pembelajaran berpusat pada siswa maupun berbasis proyek belum konsisten; (4) produk – siswa menunjukkan perkembangan dalam keterampilan lunak seperti kolaborasi, komunikasi, dan kreativitas, meskipun pencapaian akademik masih bervariasi dan belum sepenuhnya sesuai dengan capaian pembelajaran yang diharapkan. Penelitian ini menyimpulkan bahwa meskipun Kurikulum Merdeka menawarkan tujuan yang progresif, keberhasilan implementasi memerlukan adaptasi kontekstual yang lebih kuat, pengembangan profesional yang berkelanjutan, dukungan teknologi yang memadai, serta praktik reflektif yang konsisten. Secara teoretis, penelitian ini memperluas penerapan model CIPP dalam evaluasi implementasi kurikulum pada pengajaran bahasa Inggris. Secara praktis, penelitian ini memberikan panduan bagi guru dan pembuat kebijakan untuk memperkuat strategi implementasi, menyesuaikan sumber daya dengan konteks lokal, serta meningkatkan hasil akademik dan non-akademik siswa.

Kata Kunci: Evaluasi Kurikulum, Kurikulum Merdeka, Model CIPP, Pengajaran Bahasa Inggris

Diverifikasi oleh UPB



ABSTRACT

Andi Husni A. Zainuddin, 2025. *“Evaluating the Implementation of the Merdeka Curriculum in English Teaching at MAN Palopo.”* Thesis of Postgraduate English Language Education Study Program, Universitas Islam Negeri Palopo. Supervised by Sahraini and Magfirah Thayyib.

This study evaluates the implementation of the *Merdeka* Curriculum in English language teaching at MAN Palopo using the CIPP evaluation model (Context, Input, Process, Product). A qualitative approach was employed through semi-structured interviews with two English teachers, classroom observations, and document analysis. Data were analyzed following grounded theory procedures: open coding, axial coding, and selective coding. The findings reveal that: (1) context – the curriculum goals align with the school’s vision and national policy, yet adaptation to local needs, student characteristics, and cultural diversity remains limited; (2) input – teacher training is largely policy-oriented with minimal emphasis on practical application, while the use of digital facilities and learning resources is uneven and suboptimal; (3) process instruction remains predominantly teacher-centered, formative assessment is rarely applied, and student-centered as well as project-based learning practices are inconsistent; (4) product students demonstrate growth in soft skills such as collaboration, communication, and creativity, although academic achievement varies and has not fully met the expected learning outcomes. The study concludes that while the *Merdeka* Curriculum offers progressive aims, successful implementation requires stronger contextual adaptation, sustained professional development, adequate technological support, and consistent reflective practice. Theoretically, the research extends the application of the CIPP model to curriculum implementation in English teaching. Practically, it provides guidance for teachers and policymakers to refine implementation strategies, align resources with local contexts, and enhance both academic and non-academic student outcomes.

Keywords: Curriculum Evaluation, *Merdeka* Curriculum, CIPP Model, English Teaching

Verified by UPB



الملخص

أندي حُسنِي أ. زين الدين، 2025. "تقييم تنفيذ مناهج الإستقلال في تدريس اللغة الإنجليزية في المدرسة العالية الحكومية (MAN) فالوفو." رسالة ماجستير، في شعبة تعليم اللغة الإنجليزية، قسم الدراسات العليا، الجامعة الإسلامية الحكومية فالوفو، بإشراف سهريني، ومغفرة طيّب.

يهدف هذا البحث إلى تقييم تنفيذ مناهج الإستقلال في تدريس اللغة الإنجليزية في المدرسة العالية الحكومية (MAN) فالوفو باستخدام نموذج التقييم CIPP (السياق، المدخلات، العملية، المنتج). وقد استخدم البحث المنهج النوعي من خلال المقابلات شبه المهيكلة مع مدرسي اللغة الإنجليزية، والملاحظة الصفية، وتحليل الوثائق. جرى تحليل البيانات وفق إجراءات النظرية المؤسسة (Grounded Theory) التي تشمل: الترميز المفتوح، الترميز المحوري، والترميز الانتقائي. أظهرت نتائج البحث ما يلي: (1) السياق: أهداف المناهج منسجمة مع رؤية المدرسة والسياسة الوطنية، غير أنّ التكيف مع الاحتياجات المحلية وخصائص الطلبة وتنوّع الثقافة ما زال محدودًا. (2) المدخلات: تدريب المدرسين يركّز أكثر على السياسات مع قلة التركيز على التطبيق العملي، كما أنّ استخدام الوسائل الرقمية ومصادر التعلّم ما زال غير متكافئ وغير فعّال. (3) العملية: عملية التعلّم ما زالت في الغالب متمحورة حول المدرس، ونادرًا ما يُستخدم التقييم التكويني، بينما تطبيق التعلّم المتمحور حول الطالب أو المبني على المشاريع لم يطبق بشكل متسق. (4) المنتج: أظهر الطلبة تطورًا في المهارات الناعمة مثل التعاون، التواصل، والإبداع، بالرغم من أنّ الإنجازات الأكاديمية ما زالت متفاوتة ولم تتوافق كليًا مع نتائج التعلّم المتوقعة. خلص البحث إلى أنّه بالرغم من أنّ مناهج الإستقلال يطرح أهدافًا تقدمية، إلا أنّ نجاح تنفيذه يتطلّب تكييفًا سياقياً أقوى، وتطويرًا مهنيًا مستمرًا، ودعمًا تقنيًا كافيًا، وممارسات انعكاسية متسقة. من الناحية النظرية، وسّع البحث من تطبيق نموذج CIPP في تقييم تنفيذ المناهج في تدريس اللغة الإنجليزية. ومن الناحية العملية، قدّم البحث إرشادات للمدرسين وصنّاع السياسات لتعزيز استراتيجيات التنفيذ، ومواءمة الموارد مع السياق المحلي، وتحسين النتائج الأكاديمية وغير الأكاديمية للطلبة.

الكلمات المفتاحية: تقييم المناهج، مناهج الإستقلال، نموذج CIPP، تدريس اللغة الإنجليزية

تم التحقق من قبل وحدة تطوير اللغة



CHAPTER I

INTRODUCTION

A. Background

The *Merdeka* Curriculum is an educational initiative introduced by Indonesia's Minister of Education and Culture, Nadiem Makarim, at the end of 2019. This curriculum is designed to provide greater freedom and flexibility to teachers and schools in managing the learning process. The initiative encompasses various policy changes aimed at reducing administrative burdens, strengthening students' fundamental competencies, and improving overall educational quality.¹

The primary objective of the *Merdeka* Curriculum is to grant autonomy to teachers and schools in developing and implementing a curriculum tailored to their local needs and contexts.² The philosophy behind this curriculum prioritizes the development of fundamental competencies, such as literacy, numeracy, and student character, while reducing administrative tasks that burden teachers, allowing them to focus more on the learning process.³ Additionally, the evaluation system has been reformed to be more relevant and focused on competency development, ensuring inclusivity by providing equal learning opportunities for all students, including those with special needs.⁴

¹ Muhammad Rafi Zidan, "A Literature Study on the Implementation of Merdeka Curriculum," *Jurnal Riset Rumpun Ilmu Bahasa (JURRIBAH)* 2, no. 2 (2023): 153–67.

² Dwi Nurani et al., *Buku Saku Serba-Serbi Kurikulum Merdeka Kekhasan Sekolah Dasar* (Direktorat Sekolah Dasar, 2022).

³ Suci Setyaningsih and Wiryanto Wiryanto, "Peran Guru Sebagai Aplikator Profil Pelajar Pancasila Dalam Kurikulum Merdeka Belajar," *Jurnal Ilmiah Mandala Education* 8, no. 4 (2022): 3041–52, <https://doi.org/10.58258/jime.v8i4.4095>.

⁴ Ali Nahrudin Tanal and Risma, "Desain Dan Implementasi Kurikulum Merdeka Dan Dampaknya Terhadap Hasil Belajar Siswa Pada Pembelajaran PAI Di UPT SMA Negeri 6

The *Merdeka* Curriculum differs significantly from the 2013 Curriculum by offering greater flexibility and adaptability to local contexts, focusing more on developing fundamental competencies and student character.⁵ Evaluation now emphasizes comprehensive and formative assessments rather than National Exams. The curriculum reduces administrative burdens, allowing teachers to focus on learning, and offers more flexible learning materials tailored to local needs. Character development is now a primary focus, and teachers have more freedom in managing learning and evaluation.⁶ These changes aim to create a dynamic learning environment responsive to students' needs and enhance the role of teachers in the educational process.

The evaluation of curriculum implementation is crucial for ensuring educational objectives are met, such as learning goals and student competency development, and for overall educational quality improvement. It identifies problems and challenges, like obstacles in the learning process or resource deficiencies, enabling necessary adjustments.⁷ Evaluation also provides empirical data for better decision-making in curriculum management, serves as an

Palopo,” *Jurnal Konsepsi* 10, no. 4 (2022): 463–72, <https://www.p3i.my.id/index.php/konsepsi/article/view/249/246>.

⁵ Abdul Hadi et al., “New Paradigm of Merdeka Belajar Curriculum in Schools,” *AL-ISHLAH: Jurnal Pendidikan* 15, no. 2 (2023): 1497–1510, <https://doi.org/10.35445/alishlah.v15i2.3126>.

⁶ Kriswanda Krishnapatria, “Merdeka Belajar-Kampus Merdeka (MBKM) Curriculum in English Studies Program: Challenges and Opportunities,” *ELT in Focus* 4, no. 1 (2021): 12–19, <https://doi.org/10.35706/eltinf.v4i1.5276>.

⁷ Asip Ependi, “Evaluasi Penerapan Kurikulum Merdeka Pada Mata Pelajaran Pendidikan Agama Islam Di SMK N 2 Bandar Lampung” (Universitas Islam Negeri Raden Intan Lampung, 2024).

accountability tool, and increases transparency, which is vital for public trust.⁸ Effective evaluation enhances teacher competencies, reveals deficiencies in educational resources, and boosts student motivation and engagement, thus continuously improving education quality.

Palopo is a city located in the South Sulawesi Province of Indonesia. This city has a long history and is one of the cultural and educational centers in the region. Palopo is known for its rich cultural heritage, including arts, traditions, and customs that are still preserved by its community. With a diverse population, Palopo is a dynamic and continually developing place. The education system in Palopo spans various levels, from primary education to higher education. The city has several primary, junior high, and senior high schools, as well as higher education institutions, playing a crucial role in producing educated and competent young generations.⁹ Schools in Palopo strive to implement the national curriculum, including the 2013 Curriculum and, more recently, the *Merdeka* Curriculum. With support from the local government and active community participation, the education system in Palopo continuously aims to improve its quality and accessibility.

Senior high schools in Palopo face challenges in implementing the *Merdeka* Curriculum, primarily due to limited resources, such as trained teaching staff and supporting facilities like laboratories and libraries. Teachers need further

⁸ Reffy Ananda Rizki and Lulu Fahkrunisa, "Evaluation of Implementation of Independent Curriculum," *Journal of Curriculum and Pedagogic Studies (JCPS)* 1, no. 4 (2022): 32–41, <https://e-journal.lp2m.uinjambi.ac.id/ojp/index.php/jcps>.

⁹ Abdul Zahir, Supriadi, and Akramunnisa, "Workshop Penyusunan Modul Ajar Dan Perencanaan Berbasis Data Di SMA Negeri 5 Kota Palopo," *Abdimas Langkanae* 2, no. 2 (2022): 129–39, <https://doi.org/10.53769/abdimas.2.2.2022.74>.

training to adopt innovative teaching methods aligned with the curriculum, while school facilities require upgrades to support modern learning.¹⁰ The local cultural diversity in Palopo presents both opportunities and challenges, necessitating a culturally sensitive approach to ensure curriculum relevance. Additionally, increasing parental involvement is crucial, as their participation remains suboptimal in some areas, affecting the curriculum's effectiveness.¹¹

Therefore, schools need to develop more effective communication and cooperation strategies with parents to support the successful implementation of the *Merdeka* Curriculum. Despite facing various challenges, senior high schools in Palopo also have significant opportunities to develop innovative and contextual educational models. With commitment from all parties involved, including the local government, educators, students, and the community, the implementation of the *Merdeka* Curriculum in Palopo can become a success story in enhancing the quality of education in Indonesia.

Teaching English in senior high schools plays a crucial role for several reasons. Firstly, English is an international language used in many fields, including business, technology, and academia. Mastering English opens up greater opportunities for students to pursue higher education both domestically and internationally.¹² Secondly, proficiency in English enhances students'

¹⁰ Hidayah Hidayah, Sahraini Sahraini, and Jufriadi Jufriadi, "Bridging Cultures Through Language: Developing English- Speaking Materials for Multicultural Education Contexts," *Elsya: Journal of English Language Studies* 6, no. 3 (2024): 244–64, <https://doi.org/10.31849/elsya.v6i3.21270>.

¹¹ Tanal and Risma, "Desain Dan Implementasi Kurikulum Merdeka Dan Dampaknya Terhadap Hasil Belajar Siswa Pada Pembelajaran PAI Di UPT SMA Negeri 6 Palopo."

¹² Nicola Galloway, Takuya Numajiri, and Nerys Rees, "The 'Internationalisation', or 'Englishisation', of Higher Education in East Asia," *Higher Education* 80, no. 3 (2020): 395–414, <https://doi.org/10.1007/s10734-019-00486-1>.

competitiveness in the global job market. In the era of globalization, many multinational companies seek employees who can communicate effectively in English. Thirdly, teaching English helps students access a wider range of information and literature, which is predominantly available in English, enriching their insights and knowledge.¹³

Several studies have been conducted on the implementation of the *Merdeka* Curriculum, particularly in the context of English language teaching. These studies generally identify challenges and opportunities faced by educators in adapting their teaching methods according to the principles of the new curriculum. For instance, research conducted by Jamilah et al. indicates that teachers face difficulties in understanding and implementing the flexibility provided by the *Merdeka* Curriculum.¹⁴ They highlight that the lack of training and resources is a major barrier.

Another study by Astuti et al. underscores the importance of technology in supporting the implementation of the *Merdeka* Curriculum. Findings from this study indicate that the use of technology can enhance student engagement and motivation in learning English.¹⁵ However, infrastructure constraints and access to technology remain challenges in many schools, including areas like Palopo.

¹³ Sri Mulyani Indrawati and Ari Kuncoro, "Improving Competitiveness Through Vocational and Higher Education: Indonesia's Vision for Human Capital Development in 2019–2024," *Bulletin of Indonesian Economic Studies* 57, no. 1 (2021): 29–59, <https://doi.org/10.1080/00074918.2021.1909692>.

¹⁴ Jamilah et al., "The Integration of Local Cultural Arts in The Context of Teaching Materials on The Implementation of The Merdeka Belajar Curriculum," *Journal of Education Research and Evaluation* 8, no. 2 (2024): 404–13, <https://doi.org/10.23887/jere.v8i2.78359>.

¹⁵ Dwi Fachriani Astuti, Udi Samanhudi, and Widya Rizky Pratiwi, "The Challenges Teachers and Students Face in Implementing the Merdeka Belajar Curriculum for Teaching and Studying English at SMP Negeri 5 Sangatta Utara," *EDUKASIA: Jurnal Pendidikan Dan Pembelajaran* 5, no. 1 (2024): 1533–44.

Research by Stephen Wilson and Neni Nurkhamidah reveals that the *Merdeka* Curriculum allows for a more personalized learning approach, tailored to the needs and interests of students. This study found that students learning through more flexible methods show improvement in understanding and using English, as the materials delivered are more relevant to their daily lives.¹⁶

While numerous studies have examined the implementation of the *Merdeka* Curriculum in various contexts, there is a noticeable gap in research focusing specifically on its implementation in English teaching at senior high schools in Palopo. Most existing studies tend to generalize their findings across different regions and subjects, without addressing the unique challenges and opportunities faced by educators and students in Palopo.

Furthermore, there is limited empirical data on the effectiveness of the curriculum's flexible approach in enhancing English language proficiency among students in this specific locale. By addressing this gap, the present study aims to provide a more nuanced understanding of how the *Merdeka* Curriculum is being implemented in English teaching in Palopo's senior high schools, the specific challenges faced by educators, and the impact on student learning outcomes. This research contributed valuable insights to the ongoing discourse on curriculum development and implementation, particularly in regions with diverse cultural and educational contexts.

Considering the complexities and multidimensional challenges of implementing the *Merdeka* Curriculum, such as the adaptation of learning

¹⁶ Stephen Wilson and Neni Nurkhamidah, "The Implementation of Merdeka Curriculum in English Subject," *PEDAGOGIC: Indonesian Journal of Science Education and Technology* 3, no. 1 (2023): 13–25, <https://doi.org/10.54373/ijset.v3i1.101>.

objectives, integration of project-based learning, and the development of student character, an in-depth evaluation framework is needed. Simple outcome-based evaluations are insufficient to capture the dynamics occurring in classrooms and schools. Therefore, a model that allows for evaluation not only of results, but also of the conditions, resources, and processes involved, is essential. In this regard, the CIPP evaluation model (Context, Input, Process, Product) is particularly appropriate. This model enables researchers to assess the relevance of the curriculum (context) systematically, the adequacy of supporting resources and teacher preparation (input), the quality of learning implementation (process), and the observable outcomes (product). By using the CIPP model, this study aims to provide a comprehensive understanding of how the Merdeka Curriculum is being implemented in real classroom settings, thus offering insights for continuous improvement and policy development.

B. Research Scope

This research comprehensively evaluates the implementation of the *Merdeka Curriculum* in English language teaching at MAN Palopo by applying the CIPP (Context, Input, Process, Product) evaluation model. The scope of the research covers four key components. First, the context evaluation focuses on the alignment between the curriculum and the specific conditions of the school, including student characteristics, institutional goals, and the local educational environment. Second, the input evaluation examines the readiness of teachers, the availability and use of teaching resources, training programs, and infrastructure that support the curriculum's implementation. Third, the process evaluation

explores how the curriculum is enacted in classroom practices, including the application of student-centered learning, teaching strategies, formative assessment, and the integration of project-based learning. Finally, the product evaluation assesses the learning outcomes achieved, both in terms of academic performance and the development of students' character and soft skills, as well as how teachers reflect on and respond to these outcomes. Through the evaluation of all four components, this research aims to provide a holistic and structured understanding of how the Merdeka Curriculum is implemented in the field.

C. Research Question

Based on the previous background, the researcher formulates the research issue:

1. How is the context evaluation of the *Merdeka* Curriculum implementation in English teaching at MAN Palopo?
2. How is the input evaluation of the *Merdeka* Curriculum implementation in English teaching at MAN Palopo?
3. How is the process evaluation of the *Merdeka* Curriculum implementation in English teaching at MAN Palopo?
4. How is the product evaluation of the *Merdeka* Curriculum implementation in English teaching at MAN Palopo?

D. Research Objective

Based on the research questions, this research aims to evaluate the implementation of the *Merdeka* Curriculum in English teaching by English language teachers in MAN Palopo.

E. Research Significances

1. Theoretical

This research made a significant contribution to the academic literature on the implementation of the *Merdeka* Curriculum, particularly in the context of English teaching in high schools. It helped fill existing research gaps and enriched the scholarly discourse on this curriculum. Furthermore, the study provided a deeper understanding of the concepts and principles of the *Merdeka* Curriculum and how these principles were applied in the practice of English teaching. It was highly beneficial for academics and researchers in developing more effective theories and learning models. Additionally, the findings of this research were used to evaluate and support the development of educational theories related to flexible and student-centered curriculum-based learning, thereby strengthening the theoretical foundation in education focused on character development and 21st-century skills.

2. Practical

Practically, the findings of this research could be used by education policymakers in Palopo to develop and refine a local curriculum that suits the context and needs of students, thereby optimizing the implementation of the *Merdeka* Curriculum at the local level. This research also helped improve the quality of education by identifying the challenges and opportunities in implementing the *Merdeka* Curriculum, which in turn assisted schools and education departments in formulating more effective strategies to enhance

educational quality, including the provision of adequate resources and better teacher training.

Moreover, this research provided insights for various educational stakeholders, including school principals, parents, and the community, on the importance of English teaching and how it could enhance students' skills, thus encouraging better collaboration between schools and the community. The study also served as a basis for ongoing evaluation of the implementation of the *Merdeka* Curriculum, enabling schools and education departments to make continuous improvements to achieve more relevant and improved learning outcomes for students.

CHAPTER II

LITERATURE REVIEW

A. Previous Study

Some previous studies are relevant to this research, those are:

Restu, Sriadhi, Syamsul Gultom, Dina Ampera¹⁷, Defrizal, Appin, Vonny, Nurdiawansyah, Yanuarius¹⁸, Azizatul, Irasikah, Nur, Riska, Setyo¹⁹, Tabroni, Jamil, Nurarita²⁰, Sri Wahyuni, Ima, and Imroatul²¹ have researched the *Merdeka* Curriculum, aiming to explore college participation, identify factors affecting the success of the *Merdeka-Kampus Merdeka* program, and address obstacles to effective implementation. Their findings indicate that the program's success is influenced by various factors, including the commitment and vision of university leadership, support from industry partners, the presence of a dedicated unit for implementation, and active, creative student participation. It is also important to ensure clear regulations, appropriate conversion of semester credit systems, and the use of higher-order thinking skills (HOTS) in learning methods. Additionally, the integration of technology in teaching and support for both faculty and students

¹⁷ R Restu et al., "Implementation of the Merdeka Belajar-Kampus Merdeka Curriculum Based on The RI 4.0 Platform at Universitas Negeri Medan," *Journal of Positive School Psychology* 2022, no. 6 (2022): 10161–76, <http://journalppw.com>.

¹⁸ Defrizal Defrizal et al., "The Merdeka Belajar Kampus Merdeka Program: An Analysis of the Success Factors," *Nusantara: Jurnal Pendidikan Indonesia* 2, no. 1 (2022): 123–40, <https://doi.org/10.14421/njpi.2022.v2i1-8>.

¹⁹ Azizatul Nur Rohmah et al., "Implementation of the 'Merdeka Belajar' Curriculum in the Industrial 4.0 Era," *International Journal of Research and Community Empowerment* 1, no. 1 (2023): 22–28, <https://doi.org/10.58706/ijorce.v1n1.p22-28>.

²⁰ Imam Tabroni, Nur Aisah Jamil, and Nurarita Nurarita, "Merdeka Belajar Policy as a Strategy to Improve Quality of Education," *Syaikhuna: Jurnal Pendidikan Dan Pranata Islam* 13, no. 01 (2022): 1–12, <https://doi.org/10.36835/syaikhuna.v13i01.5492>.

²¹ S Wahyuni, I Fitriyah, and I Imroatul Hasanah, "The Implementation of Merdeka Belajar Curriculum at English Department of Indonesian Universities," *Jeels* 10, no. 2 (2023): 307–32, <https://doi.org/10.30762/jeels.v10i2.Submission>.

was identified as a key factor for the success of the Merdeka Belajar-Kampus Merdeka program. All of these factors must be considered in long-term strategies to ensure the success and sustainability of the curriculum.

Abidah Dwi, Falikhatun²², Reffy Ananda, and Lulu²³ conducted a study to assess the implementation of the Merdeka Curriculum in the context of accounting education. The study aimed to evaluate the curriculum by examining relevant documents, such as educational laws, regulations from the Ministry of Education and Culture, articles, and academic journals. The analysis revealed that the key elements of the learning process, including planning and implementation, were proceeding as intended. However, the study also highlighted that the adoption of the new curriculum presents both challenges and positive impacts.

Fajar Novtian, Zakky²⁴, Kriswanda Krishnapatria²⁵, Sania Tricahyati, and Zaim²⁶ conducted a study to identify the challenges English teachers face when implementing the *Merdeka* Curriculum in classroom activities. Their findings indicate that teachers encounter a range of challenges, including issues related to students' varied learning conditions, the need for differentiated instruction, the

²² Abidah Dwi Rahmi Satiti and Falikhatun Falikhatun, "Accounting Curriculum Evaluation in Implementation Merdeka Belajar - Kampus Merdeka," *Assets: Jurnal Akuntansi Dan Pendidikan* 11, no. 1 (2022): 21, <https://doi.org/10.25273/jap.v11i1.9880>.

²³ Reffy Ananda Rizki and Lulu Fahkrunisa, "Evaluation of Implementation of Independent Curriculum," *Journal of Curriculum and Pedagogic Studies (JCPS)* 1, no. 4 (2022): 32–41, <https://e-journal.lp2m.uinjambi.ac.id/ojs/index.php/jcps>.

²⁴ Fajar Novtian and Zakky Yavani, "English Teachers' Challenges in Applying Learning Model of the Implementation of Merdeka Belajar Curriculum," *Journal of Interdisciplinary Research Practice* 1, no. 1 (2023): 56–65, <https://jirep.org/index.php/jirep/index>.

²⁵ Kriswanda Krishnapatria, "Merdeka Belajar-Kampus Merdeka (MBKM) Curriculum in English Studies Program: Challenges and Opportunities," *ELT in Focus* 4, no. 1 (2021): 12–19, <https://doi.org/10.35706/eltinf.v4i1.5276>.

²⁶ Sania Tricahyati and M Zaim, "English Teachers' Readiness in Implementation of 'Merdeka Belajar' Curriculum in Teaching English at Junior High School in Padang," *Journal of English Language Teaching (JELT)* 12, no. 1 (2023): 97–105, <https://doi.org/10.24036/jelt.v12i1.121783>.

position of English as a foreign language, and increased preparation for learning media. Additionally, there are administrative hurdles, such as establishing partnerships between study programs and external parties. Teachers also struggle with formulating learning outcomes and applying differentiated learning during teaching. Although many teachers are classified as "ready" for the curriculum, they still require additional workshops and training, especially focused on assessment techniques and the use of information technology to create interactive teaching media. This additional support would enable teachers to be better prepared for the successful implementation of the *Merdeka* Curriculum.

This research shares a common focus with previous research on the *Merdeka* curriculum, but it identifies several differences that contribute to its novelty. First, prior studies primarily employed literature review and quantitative methods, whereas this study adopts a descriptive qualitative approach. Another point of distinction is the focus of the research. While earlier studies typically examined the factors, evaluations, and challenges associated with the *Merdeka* curriculum, this study will evaluate the implementation of the *Merdeka* Curriculum in English teaching in high school. This unique angle on evaluation in process represents a new perspective that has not been extensively explored in prior research.

Given that previous studies did not address in detail how to evaluate the process of the *Merdeka* Curriculum in English teaching, this study contributes significant novelty to the field. By providing insights into these detailed processes, this research has the potential to offer a fresh understanding and

valuable recommendations for improving the effectiveness of the *Merdeka* curriculum in English language education.

B. Theory Description

1. Merdeka Curriculum

The *Merdeka* Curriculum is a diverse learning curriculum. It focuses on essential content, allowing students sufficient time to deepen their understanding of concepts and strengthen their competencies.²⁷ The *Merdeka* Curriculum aims to provide learning access that allows learners to develop their potential to achieve educational goals or Learning Outcomes (CP). The concept of the *Merdeka* Curriculum encourages learners to be more active in the learning process, in line with their learning styles and needs.²⁸ Thus, students are not merely passively following a curriculum structured by the government but are given the freedom to determine their learning methods according to their needs.

The *Merdeka* Curriculum is designed to prioritize the enhancement of affective, cognitive, and psychomotor skills development. Furthermore, it is a curriculum with diverse intracurricular learning, where content is optimized to allow learners sufficient time to delve into concepts and strengthen their competencies. Teachers also have the flexibility to choose various teaching tools, allowing learning to be tailored to the needs and interests of learners.²⁹

²⁷ Dwi Nurani et al., *Buku Saku Serba-Serbi Kurikulum Merdeka Kekhasan Sekolah Dasar* (Direktorat Sekolah Dasar, 2022).

²⁸ Kriswanda Krishnapatria, "Merdeka Belajar-Kampus Merdeka (MBKM) Curriculum in English Studies Program: Challenges and Opportunities," *ELT in Focus* 4, no. 1 (2021): 12–19, <https://doi.org/10.35706/eltinf.v4i1.5276>.

²⁹ Dani Rahma Harfiani and Anatri Desstya, "Mapping Science Learning in The 2013 Curriculum and Merdeka Belajar Curriculum," *Jurnal Ilmiah Sekolah Dasar* 7, no. 2 (2023): 384–95, <https://doi.org/10.23887/jisd.v7i2.58291>.

The implementation of the *Merdeka* Curriculum grants educational institutions, including school administrators, teachers, and students, the freedom to determine topics or themes of interest for study. They also have the freedom to choose learning methods according to their needs. Although the government provides a curriculum structure as a guide, it is not mandatory to follow it sequentially, as was the case with previous curricula.³⁰ The concept of the *Merdeka* Curriculum also encourages the use of technology as a tool in the learning process, such as instructional videos, e-books, and online learning platforms. Technology serves as a means to access a broader range of resources, ensuring that learners' information is not limited to textbooks alone.³¹

In curriculum implementation, a series of planning, execution, and evaluation stages is crucial. The planning stage clarifies goals through the written articulation of the vision and mission of the educational unit. Organization involves structuring an organization that aligns with goals, resources, and the context of the educational environment. During the execution stage, planning serves as a guide to involve all stakeholders by providing direction and motivation for each individual to carry out activities according to their roles, tasks, and responsibilities. Supervision acts as a monitoring tool, ensuring each step aligns with established standards. Finally, the evaluation stage involves a comprehensive assessment of the entire curriculum implementation, detailing necessary data and

³⁰ Adison Adrianus Sihombing et al., "Merdeka Belajar in an Online Learning during The Covid-19 Outbreak: Concept and Implementation," *Asian Journal of University Education* 17, no. 4 (2021): 35–48, <https://doi.org/10.24191/ajue.v17i4.16207>.

³¹ Dini Irawati et al., "Merdeka Belajar Curriculum Innovation and Its Application in Education Units," *Edumaspul: Jurnal Pendidikan* 6, no. 2 (2022): 2506–14, <https://doi.org/10.33487/edumaspul.v6i2.4603>.

information based on specific criteria.³² This approach provides a strong scientific foundation for curriculum implementation, ensuring the systematic and planned continuity of the process to achieve set educational goals.

The *Merdeka* Curriculum establishes positive goals for all individuals involved in the learning process. First, it provides freedom for every individual to innovate to enhance the quality of learning. This freedom opens opportunities for the development of innovative methods and strategies. Second, the curriculum demands that teachers learn creatively, ensuring an enjoyable learning experience for students. The concept of teacher creativity depicts a dynamic role as a learning facilitator responsive to educational developments. Third, it gives students the opportunity for *Merdeka Belajar* to access various information supporting their learning process. This autonomy supports the development of individual student potential. Fourth, it grants each educational unit the right to elaborate on supportive factors in the learning process in the classroom according to their community context. Finally, the curriculum goals include appreciation for diversity in the education system, creating an inclusive environment that supports the development of learners from various backgrounds, and emphasizing values of justice and diversity in education.³³

³² Abidah Dwi Rahmi Satiti and Falikhatun Falikhatun, "Accounting Curriculum Evaluation in Implementation Merdeka Belajar - Kampus Merdeka," *Assets: Jurnal Akuntansi Dan Pendidikan* 11, no. 1 (2022): 21, <https://doi.org/10.25273/jap.v11i1.9880>.

³³ Defrizal Defrizal et al., "The Merdeka Belajar Kampus Merdeka Program: An Analysis of the Success Factors," *Nusantara: Jurnal Pendidikan Indonesia* 2, no. 1 (2022): 123–40, <https://doi.org/10.14421/njpi.2022.v2i1-8>.

The benefits of the *Merdeka* Curriculum involve freedom for all components in the educational unit, from schools and teachers to students.³⁴ It represents a transformational step in the Indonesian education system, as stated by Nadiem Makarim, who believes that the *Merdeka* Curriculum can be the key to the success of Indonesian education with a focus on student learning.³⁵ Advantages for teachers include reduced workload, simplified lesson plans, and other aspects, such as creating a comfortable environment in which to carry out administrative tasks. Freedom of expression in learning provides opportunities for students and teachers to express opinions and discuss without psychological pressure.³⁶

Additionally, the *Merdeka* Curriculum drives the development of teacher skills and competencies according to the mastered subjects, supporting the quality of education in line with national aspirations. The transformation of the *Merdeka* Curriculum shifts the learning approach from a cognitive and memorization focus to interactive, simple, and in-depth methods. Its implementation emphasizes essential content, the development of student competencies in line with their developmental stages, creating deeper, enjoyable, and meaningful learning.³⁷ The use of interactive learning media, such as projects and case studies, supports the

³⁴ Sukron Mazid, Sauqi Futaqi, and Farikah Farikah, "The Concept of 'Freedom of Learning' in a Multicultural Education Perspective," *Ta'dib* 24, no. 1 (2021): 70, <https://doi.org/10.31958/jt.v24i1.2759>.

³⁵ Imam Tabroni, Nur Aisah Jamil, and Nurarita Nurarita, "Merdeka Belajar Policy as a Strategy to Improve Quality of Education," *Syaikhuna: Jurnal Pendidikan Dan Pranata Islam* 13, no. 01 (2022): 1–12, <https://doi.org/10.36835/syaikhuna.v13i01.5492>.

³⁶ Abdul Hadi et al., "New Paradigm of Merdeka Belajar Curriculum in Schools," *AL-ISHLAH: Jurnal Pendidikan* 15, no. 2 (2023): 1497–1510, <https://doi.org/10.35445/alishlah.v15i2.3126>.

³⁷ Azizatul Nur Rohmah et al., "Implementation of the 'Merdeka Belajar' Curriculum in the Industrial 4.0 Era," *International Journal of Research and Community Empowerment* 1, no. 1 (2023): 22–28, <https://doi.org/10.58706/ijorce.v1n1.p22-28>.

development of student creativity, enhances imagination, and stimulates critical thinking. Reflection on learning becomes important in the *Merdeka* Curriculum as an evaluation for teachers and students, aiding improvement in subsequent learning and providing guidance for understanding mastered material and areas that need further attention.³⁸

Key abilities in education include communication, collaboration, critical thinking, and creative thinking.³⁹ The implementation of the *Merdeka* Curriculum introduces several key concepts. Firstly, freedom of space and time allows learners to visit tourist attractions, museums, and so on as part of their learning. Secondly, a project-based approach emphasizes the use of learners' existing skills. Thirdly, field experiences through collaboration between the education and industry sectors direct learners to apply both soft and hard skills, preparing them for the workforce. Fourthly, personalized learning ensures that learning is adapted to the abilities of learners, with learning activities tailored to individual needs. Lastly, data interpretation is used as the center for problem-solving, adapted to educational needs.⁴⁰ In the context of implementing the *Merdeka* Curriculum, the role of the teacher shifts to a facilitator who motivates learners to "freely learn,"

³⁸ A. Azhari et al., "Integration Merdeka Belajar Concept in Development STEM Module for Electrochemical and Renewable Energy at Vocational School SMK SMTI Banda Aceh," *Journal of Physics: Conference Series* 2596, no. 1 (2023), <https://doi.org/10.1088/1742-6596/2596/1/012076>.

³⁹ Eko Susetyarini, Endrik Nurohman, and H. Husamah, "Analysis of Students' Collaborative, Communication, Critical Thinking, and Creative Abilities through Problem-Based Learning," *Jurnal Penelitian Dan Pengkajian Ilmu Pendidikan: E-Saintika* 6, no. 1 (2022): 33–42, <https://doi.org/10.36312/esaintika.v6i1.584>.

⁴⁰ Dini Irawati et al., "Merdeka Belajar Curriculum Innovation and Its Application in Education Units," *Edumaspul: Jurnal Pendidikan* 6, no. 2 (2022): 2506–14, <https://doi.org/10.33487/edumaspul.v6i2.4603>.

providing activities that encourage self-exploration so that each learner can experience *Merdeka Belajar*.⁴¹

The *Merdeka Belajar* Program still faces several challenges that need attention and resolution to achieve perfect implementation. There are five main obstacles faced by teachers in this program, including: a. Stepping out of the Comfort Zone of the Learning System, where teachers need to overcome conventional limitations and be willing to adopt a more dynamic learning approach; b. Lack of Experience in the *Merdeka Belajar* Program, where lack of experience can be a challenge in implementing this new concept; c. Reference Limitations, creating difficulties in finding resources to support more flexible learning; d. Teaching Skills, where teachers need to develop teaching skills appropriate for a more *Merdeka Belajar* approach; e. Minimal Facilities and Teacher Quality can limit the effectiveness of program implementation.⁴²

Implementing the *Merdeka* Curriculum is realized through a differentiated learning system. The concept of differentiated learning encompasses the development and modification of learning systems that integrate the spiritual, logical, aesthetic, and ethical potential of learners. In the context of the *Merdeka* Curriculum, this approach emphasizes not only the cognitive aspect of knowledge but also the affective and psychomotor aspects, creating life skills in learners.⁴³

⁴¹ Shinta Amalia Ferdaus and Dian Novita, "The Implementation of The Merdeka Curriculum in English Subject at A Vocational High School in Indonesia," *Briliant: Jurnal Riset Dan Konseptual* 8, no. 2 (2023): 297, <https://doi.org/10.28926/briliant.v8i2.1201>.

⁴² R Restu et al., "Implementation of the Merdeka Belajar-Kampus Merdeka Curriculum Based on The RI 4.0 Platform at Universitas Negeri Medan," *Journal of Positive School Psychology* 2022, no. 6 (2022): 10161–76, <http://journalppw.com>.

⁴³ Fajar Novtian and Zakky Yavani, "English Teachers' Challenges in Applying Learning Model of the Implementation of Merdeka Belajar Curriculum," *Journal of Interdisciplinary Research Practice* 1, no. 1 (2023): 56–65, <https://jirep.org/index.php/jirep/index>.

The indicators of successful implementation of the *Merdeka* Curriculum through differentiated learning have several aspects set by the government. Firstly, creating an enjoyable learning environment is the primary focus. The Ministry of Education and Culture of the Republic of Indonesia emphasizes that teachers should be able to create a stress-free learning atmosphere, maintaining joy in the classroom, so that learners are motivated to study.

Secondly, learning objectives must be clearly defined. Learning objectives are a description of the competencies that learners must achieve. In the context of the *Merdeka* Curriculum, learning objectives should be collaboratively designed between teachers and learners, involving them in the design so that learning objectives can be clearly achieved.

Thirdly, learning should be student-centered. It refers to learning that emphasizes meeting the learning needs of each learner. Student-centered learning is a learning system that gives freedom to learners to express their potential. Teachers must be able to respond to the learning needs of learners, making learning more student-centered and allowing them to express their opinions.

Fourthly, effective classroom management is a key step in the learning process. Good classroom management helps create a conducive learning atmosphere. According to the Ministry of Education and Culture of the Republic of Indonesia, teachers must be able to arrange the classroom, set classroom rules, anticipate classroom conditions, keep learners focused, design classes with a

"Serious but relaxed" concept, start learning with enthusiasm, and pay attention to their position while teaching.⁴⁴

Based on the implementation pattern of the *Merdeka* Curriculum, it can be concluded that teachers need to pay attention to four main aspects: creating an enjoyable learning environment, defining learning objectives clearly, aligning learning to be student-centered, and implementing effective classroom management. These four aspects need to be designed by actively involving learners, considering their learning needs, to achieve effective and inclusive learning.

2. Evaluation Models

Below is an outline of the evaluation model that can be applied for evaluating the implementation of the *Merdeka* Curriculum in English language teaching at MAN Palopo:

a. Model CIPP (Context, Input, Process, Product)

The CIPP Model, developed by Daniel L. Stufflebeam, is a comprehensive framework used to evaluate programs, projects, or educational interventions by examining four key components: Context, Input, Process, and Product. This model provides a systematic approach to assessment, enabling evaluators and

⁴⁴ Liza Hidayati and Iis Sujarwati, "The Differentiated Learning Strategy in Implementation Merdeka Belajar Curriculum to Improve Students' Learning Outcomes of English Lesson in Elementary School," *Cendikia : Media Jurnal Ilmiah Pendidikan* 13, no. 5 (2023): 724–33.

decision-makers to gather relevant information that can guide decisions about the continuation, modification, or termination of a program.⁴⁵

Context evaluation is the first component of the CIPP model, and it focuses on understanding the environment and circumstances in which a program operates.⁴⁶ It involves assessing the needs, problems, and opportunities that the program is designed to address. The primary goal of context evaluation is to ensure that the program's objectives are aligned with the broader goals and specific needs of the target population.⁴⁷

The second component, Input evaluation, involves examining the resources, strategies, and action plans available for implementing the program.⁴⁸ It includes analyzing the adequacy and appropriateness of human, financial, and material resources, as well as the feasibility of the strategies being employed. Input evaluation aims to ensure that the program is designed effectively to meet its objectives.⁴⁹

Process evaluation is the third component and focuses on the actual implementation of the program. It examines how the activities and procedures are carried out, evaluates whether the program is being implemented as planned, and

⁴⁵ D. L. Stufflebeam and G Zhang, *The CIPP Evaluation Model: How to Evaluate for Improvement and Accountability* (Guilford Publications, 2017), <https://books.google.co.id/books?id=Y1LgDQAAQBAJ>.

⁴⁶ D. L. Stufflebeam and G Zhang, *The CIPP Evaluation Model: How to Evaluate for Improvement and Accountability* (Guilford Publications, 2017), <https://books.google.co.id/books?id=Y1LgDQAAQBAJ>.

⁴⁷ Mecit Aslan and Nur Uygun, "Evaluation of Preschool Curriculum by Stufflebeam's Context, Input, Process and Product (CIPP) Evaluation Model," *Egitim ve Bilim* 44, no. 200 (2019): 229–51, <https://doi.org/10.15390/EB.2019.7717>.

⁴⁸ D. L. Stufflebeam and G Zhang, *The CIPP Evaluation Model: How to Evaluate for Improvement and Accountability* (Guilford Publications, 2017), <https://books.google.co.id/books?id=Y1LgDQAAQBAJ>.

⁴⁹ Surendran Sankaran and Norazlinda Saad, "Evaluating the Bachelor of Education Program Based on the Context, Input, Process, and Product Model," *Frontiers in Education* 7, no. June (2022): 1–8, <https://doi.org/10.3389/educ.2022.924374>.

identifies any deviations or challenges encountered during implementation. This component provides ongoing feedback that can be used to improve program delivery. Finally, Product evaluation assesses the outcomes of the program, both intended and unintended. It includes measuring the short-term and long-term impacts of the program on the target population and determining the overall effectiveness of the program in achieving its goals.⁵⁰

The CIPP Model is often applied cyclically and iteratively, allowing for evaluations to be conducted at multiple stages throughout a program's life. For instance, context and input evaluations may be performed during the planning phase, while process evaluation occurs during implementation, and product evaluation is typically conducted at the program's conclusion.⁵¹ This cyclical approach ensures that the program is continuously assessed and improved upon, leading to more effective and efficient outcomes.

The CIPP model is highly flexible and adaptable, making it suitable for evaluating complex educational programs and projects across various contexts. Its emphasis on comprehensive evaluation across different dimensions of a program, along with its focus on stakeholder involvement, makes it a valuable tool for ensuring that evaluations are relevant, responsive, and supportive of informed decision-making.⁵² In summary, the CIPP Model facilitates thorough evaluation

⁵⁰ D. L. Stufflebeam and G Zhang, *The CIPP Evaluation Model: How to Evaluate for Improvement and Accountability* (Guilford Publications, 2017), <https://books.google.co.id/books?id=Y1LgDQAAQBAJ>.

⁵¹ Daniel L. Stufflebeam and Chris L. S. Coryn, *Evaluation Theory, Models, and Applications (5th Ed.)* (Jossey-Bass, 2015).

⁵² Jody L. Fitzpatrick, James R. Sanders, and Blaine R. Worthen, *Program Evaluation: Alternative Approaches and Practical Guidelines* (Pearson, 2017).

by examining context, inputs, processes, and products, ultimately guiding the effective use of resources and supporting continuous program improvement.

b. Model Discrepancy

The Discrepancy Model, also known as the Discrepancy Evaluation Model (DEM), is an approach used in program evaluation and educational assessment that focuses on identifying the gaps, or discrepancies, between expected outcomes and actual outcomes. This model is particularly valuable for assessing the effectiveness of programs, policies, or educational interventions by comparing what is supposed to happen with what actually occurs.⁵³

At the core of the Discrepancy Model are standards or objectives, which are the predefined goals, expectations, or performance criteria that a program aims to achieve. These standards serve as benchmarks against which actual performance is compared. For the model to be effective, these objectives need to be clear, measurable, and realistic, providing a solid foundation for evaluation. Once the standards are established, the model then looks at the performance or outcomes, which refer to the actual results observed after the implementation of the program. These outcomes include both quantitative and qualitative data that reflect how well the program is performing in reality.

The key process in the Discrepancy Model is the identification of discrepancies between the expected standards and the actual performance. Discrepancies are essentially the gaps that reveal areas where the program is either underperforming or, in some cases, exceeding expectations. The size and

⁵³ Daniel L. Stufflebeam and Chris L. S. Coryn, *Evaluation Theory, Models, and Applications (5th Ed.)* (Jossey-Bass, 2015).

nature of these discrepancies are crucial for determining the program's effectiveness and identifying areas that require improvement.

After identifying discrepancies, the next step is analysis and interpretation. It involves understanding the reasons behind the discrepancies, which could stem from flaws in the program design, challenges during implementation, external factors, or perhaps unrealistic expectations. By analyzing these discrepancies, evaluators and stakeholders can gain valuable insights into how the program can be adjusted or improved to better meet its goals.

Finally, the information gathered through discrepancy analysis is used for decision-making and action. This stage involves making informed decisions based on the identified gaps, which may include revising the program objectives, modifying implementation strategies, reallocating resources, or providing additional support to address the discrepancies. The ultimate goal is to reduce or eliminate these gaps in future iterations of the program, thereby enhancing its overall effectiveness.

The Discrepancy Model is widely applied in educational settings, particularly in evaluating teaching effectiveness, student learning outcomes, and overall program performance. For example, it can be used to assess whether students are meeting the learning objectives set out in a curriculum. If a significant discrepancy exists between expected and actual student performance, educators can investigate the causes and implement corrective actions, such as

adjusting instructional methods or providing additional resources.⁵⁴ Similarly, in broader program evaluations, this model helps determine whether an initiative, such as a public health program, meets its intended goals by evaluating the difference between targeted and actual outcomes.

One of the main advantages of the Discrepancy Model is its straightforward and results-oriented approach. By focusing directly on the gap between what is expected and what is achieved, the model provides clear and actionable insights into program performance. It also encourages continuous improvement through regular assessment and adjustment of objectives and strategies based on identified discrepancies. Furthermore, the model's flexibility allows it to be adapted to various contexts, making it suitable for evaluating different types of programs, whether in education, public health, or other fields.

However, the Discrepancy Model does have some limitations. It relies heavily on the clarity and appropriateness of the initial objectives and standards. If these are not well-defined or are unrealistic, the evaluation may yield misleading results. Additionally, the model may not fully account for complex external factors that influence program outcomes, potentially leading to an incomplete analysis of the reasons behind observed discrepancies.

In conclusion, the Discrepancy Model is a valuable tool for evaluating the effectiveness of programs and interventions by identifying and analyzing the gaps between expected and actual outcomes. Its emphasis on clear objectives, measurable outcomes, and actionable insights makes it particularly useful for

⁵⁴ Misra, Sahraini, and Kartini, "Enhancing Potential: Performance Evaluation of Arabic Language Teachers," *IJAE: International Journal of Asian Education* 5, no. 4 (2024): 326–37, <https://doi.org/10.46966/ijae.v5i4.446>.

continuous improvement in various fields, especially education. However, careful consideration of the standards set and an understanding of the broader context in which the program operates are required to ensure that the evaluation results are accurate and meaningful.

c. Model Stake's Responsive Evaluation

Stake's Responsive Evaluation Model, developed by Robert E. Stake, is an approach to program evaluation that emphasizes tailoring the evaluation process to the specific needs, concerns, and contexts of the stakeholders involved. Unlike traditional evaluation models that rely heavily on predefined objectives and quantitative measures, Stake's model is flexible and qualitative, focusing on the experiences, values, and perspectives of those directly affected by the program.⁵⁵

At the core of Stake's Responsive Evaluation is the concept of responsiveness to stakeholders. The evaluation process is guided by the questions, issues, and needs that stakeholders—such as program participants, staff, funders, and community members—deem important. Instead of starting with a fixed set of criteria or objectives, the evaluator engages with stakeholders to understand their perspectives, identifying key areas they want to explore or better understand. This approach ensures that the evaluation remains relevant and meaningful to those most affected by the program.

The model heavily relies on qualitative methods and rich descriptions to capture the complexities and nuances of the program being evaluated. Methods such as interviews, observations, case studies, and document analysis are

⁵⁵ Robert E. Stake, *Standards-Based and Responsive Evaluation* (Thousand Oaks: SAGE Publications, 2004).

commonly used to gather in-depth information. The aim is to produce rich descriptions that provide a comprehensive understanding of the program's context, processes, and outcomes. These descriptions help stakeholders visualize how the program operates in practice and how it impacts participants, moving beyond mere abstract metrics or numbers.

Another significant feature of the Responsive Evaluation Model is its flexibility and iterative nature. The evaluation process is not linear or rigid; instead, it adapts as new issues or concerns emerge during the evaluation. This flexibility allows the evaluation to remain relevant as the program evolves and as stakeholders' needs change. The iterative process means that the evaluation can be continuously refined based on ongoing feedback from stakeholders, ensuring it stays aligned with their interests.

Emphasis on program context is another critical aspect of Stake's model. Understanding the social, cultural, political, and economic factors that influence the program's implementation and outcomes is essential. By paying close attention to context, the evaluation can provide insights into why certain aspects of the program work or do not work, and how external factors might affect the program's effectiveness. This contextual understanding is crucial for making informed judgments about the program.

In Stake's Responsive Evaluation, judgments are based on stakeholder values. The conclusions drawn from the evaluation are informed by the values and criteria of the stakeholders, meaning that the evaluator must be sensitive to the different values stakeholders bring to the table. The evaluator facilitates a process

where these diverse values and criteria are used to assess the program, rather than imposing a single standard of judgment.

The Responsive Evaluation Model is particularly useful in complex and dynamic settings where the needs and perspectives of stakeholders are diverse, and where the program operates within a fluid environment. In educational evaluations, for example, this model allows for a more holistic understanding of how a program affects students, teachers, administrators, and the community. By engaging with these different groups and adapting the evaluation to their concerns, the evaluator can provide a more nuanced and useful assessment of the program's impact.

The benefits of Stake's Responsive Evaluation Model include its ability to produce evaluations that are deeply relevant and meaningful to stakeholders. By prioritizing stakeholder concerns and using qualitative methods, the model captures the complexity of real-world programs and provides insights that are directly applicable to improving program effectiveness. Its flexible and adaptive nature makes it well-suited to contexts where programs are continuously evolving, and where stakeholder needs may shift over time.

However, the model also has some limitations. Its emphasis on qualitative methods and stakeholder-driven criteria can make it more time-consuming and resource-intensive than more structured evaluation approaches. The reliance on stakeholder values introduces a level of subjectivity that may lead to challenges in reaching consensus or making comparisons across different programs.

Additionally, the model's flexibility, while a strength in many ways, can sometimes result in a lack of clear direction or focus if not carefully managed.

In conclusion, Stake's Responsive Evaluation Model offers a valuable approach to program evaluation by emphasizing responsiveness to stakeholder needs, the use of qualitative methods, and an adaptive, context-sensitive process. While it may require more time and resources than other models, its focus on producing relevant and actionable insights tailored to the specific context of the program makes it a powerful tool for evaluators working in complex and dynamic environments.

After understanding all the evaluation models, the researcher chose the CIPP evaluation model because it offers a comprehensive evaluative approach, covering context, input, process, and product. The primary focus of this study is the evaluation of the implementation process of the *Kurikulum Merdeka* at MAN Palopo, and the CIPP model allows for an in-depth analysis of how the curriculum is practically applied in the classroom. Additionally, CIPP is flexible and oriented towards continuous improvement, enabling the identification of gaps and challenges in implementation, as well as integrating perspectives from various stakeholders. It makes CIPP highly relevant to achieving the evaluative goals of this research.

3. English Teacher Competence

English Teacher Competence refers to the essential skills, knowledge, and attitudes that an English language teacher must possess to teach and facilitate

language learning effectively.⁵⁶ Theories related to teacher competence generally emphasize various domains or components of competence that contribute to a teacher's overall effectiveness in the classroom.

a. Pedagogical Competence

1) Knowledge of teaching methods

English teachers must be familiar with various teaching methodologies, such as the Communicative Language Teaching (CLT) approach, Task-Based Language Teaching (TBLT), and the Grammar-Translation Method, among others. They should be able to select and apply the most appropriate method based on the learners' needs and the instructional context.

2) Classroom management

Competent English teachers are skilled in managing a classroom environment that fosters learning. It includes organizing classroom activities, maintaining discipline, and creating an inclusive atmosphere where all students feel valued and encouraged to participate.

3) Lesson planning

Effective lesson planning is critical. Teachers need to design lessons that are coherent, goal-oriented, and aligned with curriculum standards. It includes preparing materials, activities, and assessments that cater to diverse learning styles.

⁵⁶ Thomas S. C. Farrell, *Reflective Practice in ESL Teacher Development Groups: From Practices to Principles* (London: Palgrave Macmillan, 2015).

b. Linguistic Competence

1) Proficiency in English

Teachers must have a high level of proficiency in English, including grammar, vocabulary, pronunciation, and the four main language skills (listening, speaking, reading, and writing). This proficiency allows them to model the language accurately and provide corrective feedback to students.

2) Sociolinguistic awareness

Understanding the cultural and contextual aspects of language use is crucial. Teachers should be aware of how language functions in different social contexts and be able to teach language that is appropriate for various communicative purposes.

c. Cultural Competence

1) Intercultural communication

As language and culture are deeply interconnected, English teachers should possess the competence to navigate and teach cultural differences. It includes the ability to incorporate cultural content into lessons and to teach students about the cultural nuances of English-speaking communities.⁵⁷

2) Sensitivity to students' cultural backgrounds

A competent English teacher is aware of the cultural backgrounds of their students and how these may influence learning. They should be able to create a

⁵⁷ Juliastuti, Magfirah Thayyib, and Haerazi Haerazi, "Intercultural Communicative Competence Model Using English Literature: A Case Study at Some Islamic Universities in Indonesia," *Register Journal* 16, no. 1 (2023): 112–38, <https://doi.org/10.18326/register.v16i1.112-138>.

culturally responsive teaching environment that respects and integrates students' cultural identities into the learning process.⁵⁸

d. Technological Competence

1) Integration of technology

In today's digital age, English teachers must be adept at using educational technology to enhance learning. It includes using tools such as language learning apps, online resources, and multimedia to create engaging and interactive lessons.⁵⁹

2) Digital literacy

Teachers should also be able to teach students how to use digital tools for learning and communication in English, fostering their digital literacy skills.

e. Professional Competence

1) Continuous professional development

Competent English teachers engage in lifelong learning to stay updated with the latest developments in language teaching and education. It includes attending workshops, participating in professional communities, and engaging in reflective practices to improve their teaching.

⁵⁸ Andi Husni A. Zainuddin, Masruddin, and Magfirah Thayyib, "Multilingualism in Bugis Language Context: A Case Study on English Language Teaching Interactions," *FOSTER: Journal of English Language Teaching* 5, no. 1 (2024): 19–27, <https://doi.org/10.24256/foster-jelt.v5i1.156>.

⁵⁹ Muhammad Ariel, Sahraini, and Dewi Furwana, "Developing the Content of Webtoon Comic Application as Supporting Media in Learning English Grammar at the 2nd Semester English Students of IAIN Palopo," *FOSTER: Journal of English Language Teaching* 1, no. 2 (2020): 139–58, <https://doi.org/10.24256/foster-jelt.v1i2.15>.

2) Ethical and reflective practice

Teachers should adhere to ethical standards in their profession, including fairness, respect, and integrity. They should also be reflective practitioners, regularly evaluating their teaching practices and making adjustments to improve student outcomes.

f. Assessment Competence

1) Designing assessments

Teachers must be able to design valid and reliable assessments that accurately measure students' language proficiency and learning progress. It includes both formative and summative assessments.

2) Feedback and evaluation

Providing constructive feedback that helps students understand their strengths and areas for improvement is a critical component of a teacher's competence. Teachers should also be able to interpret assessment data to inform their teaching strategies.

Theoretical frameworks play a crucial role in supporting and shaping English teacher competence. One significant framework is Shulman's Model of Pedagogical Content Knowledge (PCK), which emphasizes the importance of teachers' understanding of how to teach specific content effectively. For English teachers, this model highlights the necessity of not only possessing knowledge of the English language itself but also understanding the most effective ways to teach language skills and concepts. This dual focus ensures that teachers are equipped to

convey complex linguistic ideas in ways that are accessible and meaningful to their students.

Another important framework is Competence-Based Education (CBE), which centers on defining and measuring the specific competencies that teachers need to be effective. This approach emphasizes practical, outcome-based training and assessment in teacher education, ensuring that teachers are not only knowledgeable but also capable of applying their knowledge in classroom settings. By focusing on concrete competencies, CBE helps to ensure that teachers are well-prepared to meet the demands of teaching and to foster student learning.

The TPACK Framework (Technological Pedagogical Content Knowledge) builds on Shulman's PCK model by integrating technology into the pedagogical and content knowledge domains. This framework is particularly relevant for English teachers in today's digital age, as it recognizes the importance of using digital tools to enhance language teaching. TPACK encourages teachers to blend their knowledge of content, pedagogy, and technology to create engaging and effective learning experiences for students, thus expanding the traditional boundaries of teaching and learning.

Together, these theoretical frameworks, Shulman's PCK, Competence-Based Education, and TPACK form the foundation of core competencies essential for English teachers. They guide teachers in effectively fulfilling their roles in the classroom, ensuring that students not only achieve language proficiency but also develop the necessary skills to use English in real-world contexts. By integrating

these frameworks, English teachers can enhance their teaching practices and better support their students' language learning journeys.

4. English Learning

English Learning refers to the process by which individuals acquire proficiency in the English language, encompassing various skills such as listening, speaking, reading, and writing.⁶⁰ Theories of English learning have evolved, influenced by developments in linguistics, psychology, and education. These theories provide frameworks for understanding how learners develop language skills and guide instructional practices for teaching English as a second language (ESL) or foreign language (EFL)

a. Behaviorist Theory

Rooted in the work of B.F. Skinner's behaviorist theory posits that language learning is a result of habit formation through conditioning. According to this view, language acquisition occurs through imitation, repetition, and reinforcement. Learners mimic language patterns they hear in their environment, and correct usage is reinforced through positive feedback. In the classroom, this theory has led to practices such as drilling, rote memorization, and repetition exercises, where students are encouraged to practice language structures repeatedly until they become automatic.⁶¹

b. Innatist Theory

Noam Chomsky's innatist theory, or nativist theory, contrasts sharply with behaviorism. Chomsky introduced the concept of a "universal grammar,"

⁶⁰ Patsy M. Lightbown and Nina Spada, *How Languages Are Learned* (Oxford: Oxford University Press, 2013).

⁶¹ B.F. Skinner, *Verbal Behavior* (New York: Appleton-Century-Crofts, 1957).

suggesting that humans are born with an innate capacity to acquire language. This innate ability is triggered by exposure to language in the environment, allowing learners to internalize the rules of language naturally. This theory implies that language instruction should focus on providing rich and varied language input rather than explicit teaching of rules. The emphasis is on creating environments where learners are exposed to meaningful communication, which will naturally lead to language acquisition.

c. Cognitive Theory

Cognitive theories, influenced by Jean Piaget and Lev Vygotsky, emphasize the mental processes involved in language learning. According to cognitive theory, language learning is not just about habit formation but involves active mental engagement, where learners construct knowledge by making sense of the language input they receive. Vygotsky's concept of the Zone of Proximal Development (ZPD) highlights the importance of social interaction and scaffolding, where learners can achieve more with the help of a more knowledgeable other. In practice, this theory supports instructional strategies that involve problem-solving, critical thinking, and the use of language in authentic contexts. It also highlights the importance of interactive activities, group work, and guided learning.

d. Constructivist Theory

Constructivism, influenced by the work of Piaget and Vygotsky, posits that learners construct their own understanding and knowledge of the world through experiences and reflecting on those experiences. In the context of English

learning, this theory suggests that learners actively construct language knowledge by engaging in tasks that require them to use the language in meaningful ways. Constructivist approaches in English learning emphasize project-based learning, task-based language teaching, and communicative language teaching, where learners use English in authentic, real-world tasks that require negotiation of meaning and problem-solving.

e. Social Interactionist Theory

Social interactionist theories, building on the work of Vygotsky, emphasize the role of social interaction in language learning. According to this perspective, language development occurs through interaction with others, particularly through meaningful conversations. Language is seen as a tool for communication that develops naturally through social interaction. This theory supports teaching methods that involve collaborative activities, dialogues, role-plays, and other forms of interaction that promote language use in social contexts. The teacher's role is to facilitate interaction and provide opportunities for learners to engage in meaningful communication.

f. Communicative Language Teaching (CLT)

CLT is an approach to language teaching that emerged in response to the limitations of traditional methods, such as grammar-translation and audiolingualism. It emphasizes the importance of teaching language as a tool for communication rather than focusing solely on grammar and vocabulary. The goal of CLT is to develop learners' communicative competence, which includes not only linguistic competence but also sociolinguistic, discourse, and strategic

competence. In a CLT classroom, the focus is on interaction and communication. Activities might include role-plays, simulations, group discussions, and problem-solving tasks that require learners to use English in real-life scenarios. The teacher acts as a facilitator, providing guidance and feedback while allowing learners to practice communication in meaningful contexts.

g. Task-Based Language Teaching (TBLT)

TBLT is an instructional approach that focuses on the use of authentic tasks as the central unit of planning and instruction in language learning. Tasks are activities that require learners to use language to achieve a specific outcome, such as solving a problem, making a decision, or completing a project. TBLT emphasizes the use of tasks that reflect real-world language use. Learners are presented with a task that requires them to use English communicatively, with the focus on meaning rather than form. The teacher's role is to design tasks that are appropriate to the learners' level and to provide support as needed.

h. Krashen's Input Hypothesis

Stephen Krashen's Input Hypothesis is a key component of his broader theory of second language acquisition. Krashen argues that language acquisition occurs when learners are exposed to comprehensible input, language that is slightly above their current level of proficiency ($i+1$). According to this theory, language learning is a natural process that occurs when learners understand input that contains structures slightly beyond their current ability, without the need for explicit grammar instruction. This theory suggests that teachers should focus on providing students with plenty of comprehensible input, such as listening to

stories, watching videos, and reading texts that are just above their current level of understanding. The idea is to create a low-anxiety environment where learners can acquire language naturally.

i. Sociocultural Theory

Rooted in the work of Vygotsky, Sociocultural Theory emphasizes the social nature of learning and the role of cultural tools in cognitive development. Language learning, according to this theory, is mediated by social interaction and cultural context. Learners internalize language through interaction with others, particularly through dialogue and collaborative activities. In the classroom, this theory supports the use of collaborative learning activities, such as group work, peer tutoring, and dialogue-based tasks. Teachers are encouraged to create a learning environment that promotes social interaction and the use of language as a tool for communication within a cultural context.

Theories of English learning provide various perspectives on how language is acquired and how it can be effectively taught. From behaviorist approaches that emphasize repetition and reinforcement to more contemporary theories like social interactionism and constructivism, these theories highlight the multifaceted nature of language learning. Effective English language instruction often involves integrating multiple theoretical perspectives, creating a balanced approach that addresses the diverse needs of learners. Whether through communicative tasks, social interaction, or exposure to rich language input, the goal is to create an environment that supports the natural acquisition and development of English language skills.

C. Conceptual Framework

The conceptual framework of this study is based on the CIPP evaluation model (Context, Input, Process, Product) developed by Daniel Stufflebeam, which is combined with the stages of the Merdeka Curriculum implementation as outlined by the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek). This integration provides a comprehensive framework for analyzing how the *Merdeka* Curriculum is applied in English language teaching at MAN Palopo.

The context evaluation focuses on the relevance of curriculum objectives to students' needs, the development and adaptation of teaching materials, institutional support, and curriculum design, as well as reflection and challenges in professional development. This stage ensures that the curriculum is aligned with the school's vision and the learners' characteristics.

The input evaluation examines professional development and teacher competency, the availability of learning facilities and technological resources, curriculum support materials, and institutional and administrative support. This aspect evaluates the readiness of resources and personnel required to implement the curriculum effectively.

The process evaluation includes the implementation of student-centered learning, the integration of technology in teaching, formative assessment practices, differentiated instruction and remedial support, and collaboration and curriculum reflection. This component emphasizes how the curriculum is carried out in actual classroom practice.

The product evaluation assesses the outcomes of curriculum implementation, including improvement in students' English language skills, student independence and learning ownership, critical thinking and creativity, character and collaboration development, and achievement of curriculum goals. This aspect evaluates both academic and non-academic results of the curriculum.

By applying the CIPP model to the implementation of the *Merdeka* Curriculum, this study seeks to provide a holistic understanding of how the curriculum is contextualized, supported, enacted, and what outcomes it produces. The framework guides the research in identifying strengths and limitations across all stages, thereby offering insights for teachers, schools, policymakers, and other stakeholders to enhance the implementation of the *Merdeka* Curriculum in English language teaching.

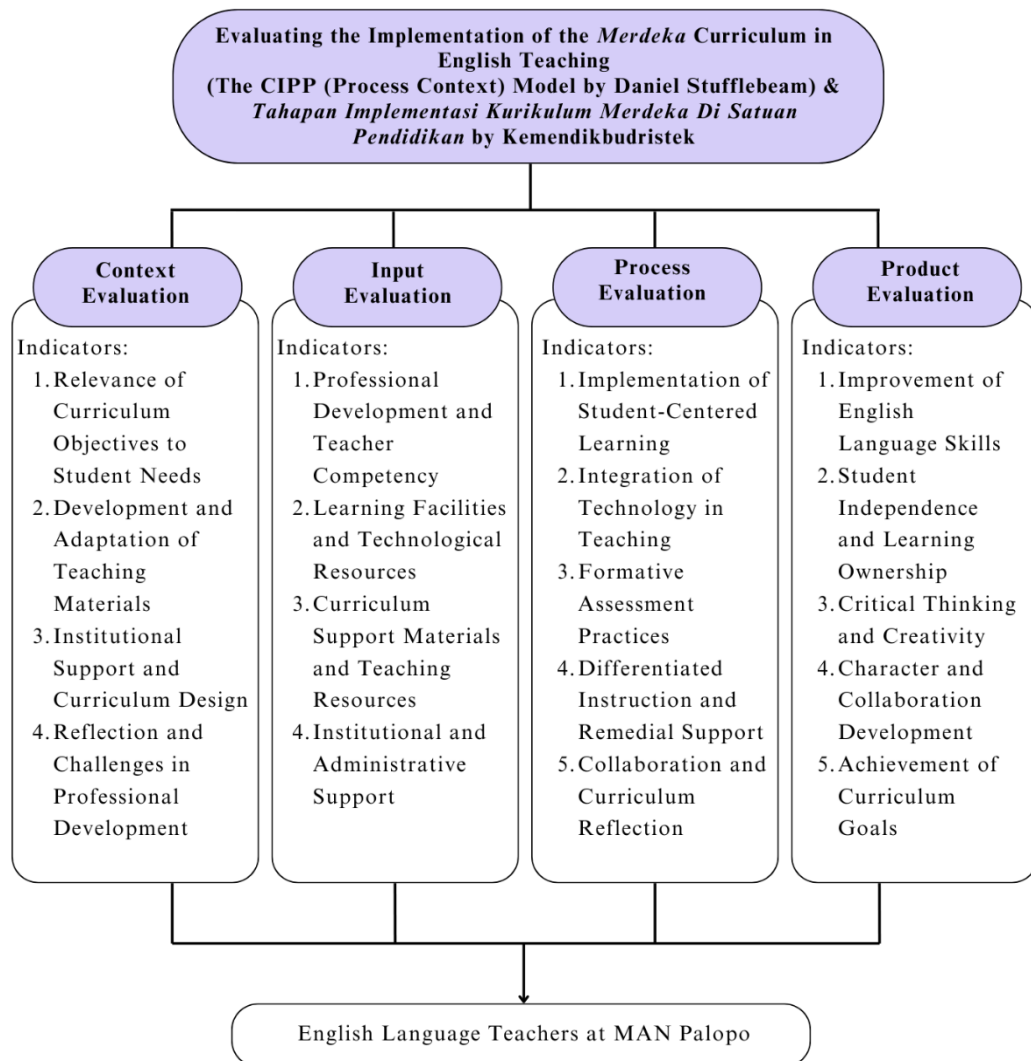


Figure 2.1 Conceptual Framework

CHAPTER III

RESEARCH METHODOLOGY

A. Research Approach and Type

This research employs an evaluative study using descriptive methods and qualitative data collection. According to Moleong, qualitative research aims to understand phenomena experienced by research subjects, such as behaviors, perceptions, motivations, and actions, holistically and descriptively in the form of words and discussions, within a specific natural context, utilizing various natural methods.⁶² This view is supported by Hignett and McDermott, who assert that qualitative research is beneficial for observing and describing a situation or object within its context, uncovering meaning or deep understanding of a problem, as reflected in qualitative data such as images, words, or events within a "natural setting."⁶³ The research adopts a descriptive qualitative approach, which strives to produce descriptive data, observe, and understand real conditions using the CIPP (Context, Input, Process, Product) evaluation model in Palopo high schools. English teachers participate in this study and are interviewed to support the data obtained.

B. Research Focus

The research aims to evaluate the implementation of the *Merdeka* Curriculum in English teaching by English language teachers at MAN Palopo, focusing on the process aspect. The process evaluation encompasses planning and

⁶² Lexy J Moleong, *Metode Penelitian Kualitatif* (Bandung: Remaja Rosdakarya, 2011).

⁶³ Sue Hignett and Hilary McDermott, *Qualitative Methodology, Evaluation of Human Work, Fourth Edition*, 2015, <https://doi.org/10.1201/b18362-16>.

preparation, teaching strategies, classroom implementation, student engagement, support and collaboration, evaluation and feedback, and reflection and improvement.

C. Operational Definition

1. CIPP Model

The CIPP Model (Context, Input, Process, Product) is an evaluation framework developed by Daniel Stufflebeam. This model is used to comprehensively assess programs or projects by considering four main aspects: context, input, process, and product.

2. English Teacher Competence

English teacher competence means the important skills, knowledge, and attitudes that an English teacher needs to teach and help students learn the language effectively.

3. English Learning

English learning is the process of gaining skills in the English language, including listening, speaking, reading, and writing.

4. *Merdeka* Curriculum

Merdeka curriculum is an educational concept initiated by the Indonesian Ministry of Education and Culture aimed at giving more freedom to educational institutions and teachers in developing the learning process.

D. Data and Data Source

1. Primary Data

The primary data was gathered through in-depth interviews and classroom observations involving English teachers from high schools in Palopo. Subjects in this research provided accurate information, opinions, data, and related documents pertinent to the research focus.

2. Secondary Data

The secondary data includes various types of records or documents from the research site, books, theses, dissertations, journals, and articles.

E. Research Instrument

This research instrument is designed to evaluate the implementation of the *Merdeka Curriculum* in English teaching at MAN Palopo, with a specific focus on the process aspect using the CIPP model. The study also utilizes the "*Tahapan Implementasi Kurikulum Merdeka di Satuan Pendidikan Menengah Atas*" guidelines issued by the Ministry of Education, Culture, Research, and Technology. The table below is presented to guide and clarify the planned evaluation process, as well as to integrate both approaches in order to produce a comprehensive evaluation.

Table 3.1 Indicators and Sub-Indicators of CIPP and "*Tahapan Implementasi Kurikulum Merdeka di Satuan Pendidikan Menengah Atas*" Guidelines

No	Indicators of Process Evaluation	No	Sub-Indicators of Process Evaluation	No	Indicators of Guidelines	No	Sub-Indicators of Guidelines	Final Combined Result
1	Implementati on of the Pancasila Student Profile	1	Student involvement in the project	1	Level of student involvement, project orientation	1	Student Involvement	The project strengthens student engagement in learning

N o	Indicators of Process Evaluation	N o	Sub- Indicators of Process Evaluation	N o	Indicators of Guidelines	N o	Sub- Indicators of Guidelines	Final Combined Result
	Strengthenin g Project	2	Project orientation on concept understandin g		on concept understandin g, and problem- solving skills	2	Project orientation on concepts	The project enhances students' understandin g of learned concepts
		3	Students' problem- solving abilities			3	Students' problem- solving skills	Students show improvement in problem- solving abilities
2	Implementati on of Student- Centered Learning	1	Variety of teaching methods	2	Variety of teaching methods, teacher skills in facilitation, and student autonomy level	1	Variety of learning methods	A variety of teaching methods are effectively used
		2	The teacher's role as a facilitator			2	The teacher's role as a facilitator	Teachers more frequently act as facilitators
		3	Student independenc e and responsibilit y			3	Student independenc e	Students are more independent and responsible in the learning process
3	Integration of Assessment in Learning	1	Frequency and quality of formative assessments	3	Use of formative assessment results, learning adjustments, and implementati on of differentiate d learning	1	Frequency of formative assessments	Formative assessments are conducted regularly and with quality
		2	Adjustment of lesson plans based on assessment			2	Learning adjustments	Learning is adjusted based on assessment results
		3	Implementat ion of differentiate d learning			3	Implementat ion of differentiate d learning	Differentiate d learning is well implemented
4	Learning Aligned with Students' Development al Stages	1	Grouping based on learning achievement s	4	Student grouping based on learning achievement s, additional	1	Student learning achievement groups	Learning groups are formed based on relevant achievement

N o	Indicators of Process Evaluation	N o	Sub- Indicators of Process Evaluation	N o	Indicators of Guidelines	N o	Sub- Indicators of Guidelines	Final Combined Result
		2	Provision of additional or remedial programs		programs, and suitability for learning	2	Remedial programs	Additional programs are provided for students in need
		3	Suitability of learning with individual needs			3	Individual learning suitability	Learning is tailored to students' individual needs
5	Reflection and Evaluation	1	Teacher involvement in the reflection process	5	Teacher involvement in reflection and evaluation, use of learning outcome data, and lesson plan adjustments	1	Teacher involvement in reflection	Teachers are actively involved in learning reflection
		2	Use of learning outcome data in evaluation			2	Use of data for evaluation	Learning outcome data is used to enhance the evaluation process
		3	Adjustment of lesson planning			3	Adjusted lesson planning	Lesson planning is improved based on evaluation results
6	Teacher Collaboration for Curriculum and Learning Needs	1	Frequency and intensity of teacher collaboration	6	Frequency and quality of teacher collaboration , involvement in curriculum evaluation, and educational institution support	1	Frequency of teacher collaboration	Teacher collaboration increases in frequency and quality
		2	Teacher involvement in curriculum evaluation			2	The teacher's role in curriculum evaluation	Teachers play an active role in curriculum evaluation and development
		3	Support and facilities from the educational institution			3	Support from the educational institution	The institution provides adequate support and facilities
7	Collaboration with Parents/Families in Learning	1	Frequency of communication with parents	7	Frequency and quality of teacher collaboration ,	1	Regular communication with parents	Communication with parents is conducted regularly

No	Indicators of Process Evaluation	No	Sub-Indicators of Process Evaluation	No	Indicators of Guidelines	No	Sub-Indicators of Guidelines	Final Combined Result
		2	Level of parental involvement in learning		involvement in curriculum evaluation, and educational institution support	2	Parental involvement in learning	Parents are more engaged in the student learning process
		3	Effectiveness of feedback from parents			3	Parental feedback for improvement	Parental feedback is used to improve learning

1. Interview Guide

The interview instrument is based on the CIPP evaluation model (Context, Input, Process, Product) by Daniel L. Stufflebeam⁶⁴, with a focus solely on the process aspect. Additionally, the researcher has tailored the instrument to align with the implementation guidelines of the *Merdeka* Curriculum for educational units, specifically at the Senior High School level, as issued by the Agency for Standards, Curriculum, and Educational Assessment of the Ministry of Education, Culture, Research, and Technology.⁶⁵

Table 3.2 Interview Questions

Indicator	No	Sub Indicator	No	Questions
Curriculum Planning and Development	1	Design of the Educational Unit's Operational Curriculum	1	How do you adapt the operational curriculum provided by the Ministry of Education, Culture, Research, and Technology?
			2	Do you make

⁶⁴ D. L. Stufflebeam and G Zhang, *The CIPP Evaluation Model: How to Evaluate for Improvement and Accountability* (Guilford Publications, 2017), <https://books.google.co.id/books?id=Y1LgDQAAQBAJ>.

⁶⁵ Kemendikbudristek, "Tahapan Implementasi Kurikulum Merdeka Di Satuan Pendidikan," *Kemendikbudristek*, 2022, 1–16, <https://kurikulum.kemdikbud.go.id/wp-content/uploads/2022/07/Tahapan-Implementasi-Kurikulum-Merdeka.pdf>.

Indicator	No	Sub Indicator	No	Questions
				modifications based on the analysis of your educational unit's characteristics?
	2	Designing the Learning Objectives Flow	1	How do you develop the learning objectives flow according to students' needs?
			2	Do you develop the learning objectives flow independently or use examples from the Ministry of Education, Culture, Research, and Technology?
	3	Lesson and Assessment Planning	1	How do you plan lessons and assessments?
			2	Do you adjust the examples provided by the Ministry of Education, Culture, Research, and Technology based on students' needs?
	4	Use and Development of Teaching Materials	1	How do you select and develop teaching materials for learning?
			2	Do you modify teaching materials according to the local context and students' needs?
	5	Planning for the Pancasila Student Profile Strengthening Project	1	How do you plan the Pancasila Student Profile Strengthening Project?
			2	Do you involve students' opinions and ideas in project planning?
Learning Implementation	1	Implementation of the Pancasila Student Profile Strengthening Project	1	How do you implement the Pancasila Student Profile Strengthening Project?
			2	Is the project oriented toward conceptual understanding and problem-solving?
	2	Implementation of Student-Centered Learning	1	What teaching methods do you use to ensure

Indicator	No	Sub Indicator	No	Questions
				student-centered learning?
			2	How do you provide opportunities for students to learn independently?
	3	Integration of Assessment in Learning	1	How do you conduct formative assessment during the learning process?
			2	How are assessment results used to design the next lesson?
	4	Learning According to Students' Developmental Stages	1	How do you ensure that each student learns according to their developmental stage?
			2	Do you provide additional programs for students who need them?
Collaboration	1	Collaboration with Other Teachers	1	How do you collaborate with colleagues in lesson planning and implementation?
			2	How does this collaboration affect learning quality?
	2	Collaboration with Parents/Families	1	How do you involve parents in students' learning processes?
			2	How is communication with parents conducted, and what topics are discussed?
	3	Collaboration with Communities/Industry	1	How do you involve communities or organizations in learning?
			2	Are there collaborative programs that involve local industries or communities?
Reflection and Evaluation	1	Reflection and Evaluation of Curriculum Implementation	1	How do you reflect on and evaluate curriculum implementation?
			2	How are the results of reflection and evaluation used for learning

Indicator	No	Sub Indicator	No	Questions
				improvement?
	2	Professional Development	1	Are you involved in professional development activities?
			2	How do these activities help you implement the Merdeka Curriculum?

2. Observation Guide

An observation guide contains the aspects that will be observed during the participatory observation process. Spradley, as cited by Nielsen, emphasizes the importance of an observation guide in directing the researcher's attention to relevant details.⁶⁶

Table 3.3 Observation Guide

CIPP Component	Sub-Indicator	Criteria
Context	Design of the Educational Unit's Operational Curriculum	• The curriculum is adapted to the conditions and needs of the educational unit • The curriculum is based on an analysis of the educational unit's characteristics
	Designing the Learning Objectives Flow	• The learning objectives flow aligns with students' needs • The learning objectives flow is developed independently or modified from provided examples
	Planning for the Pancasila Student Profile Strengthening Project	• The project is planned by involving students' opinions and ideas

⁶⁶ Dorte S. Nielsen et al., "Interpreters' Experiences of Participating in an Introduction Course in the Healthcare Sector: An Ethnographic Field Observation Study," *Nursing Open* 8, no. 3 (2021): 1201–8, <https://doi.org/10.1002/nop2.736>.

		• The project aligns with the local context, students' needs, and interests
Input	Use and Development of Teaching Materials	• Teaching materials are adapted to the local context and students' needs • Teachers modify teaching materials as needed
	Professional Development	• Teachers participate in professional development activities • Professional development activities support the implementation of the Merdeka Curriculum
Process	Lesson and Assessment Planning	• The lesson plan is clear and structured • Assessment is planned in accordance with learning objectives
	Implementation of Student-Centered Learning	• Teaching methods are varied and student-centered • Teachers provide opportunities for students to learn independently
	Integration of Assessment in Learning	• Formative assessment is conducted at the beginning and during the learning process • Assessment results are used to design the next learning process
	Learning According to Students' Learning Stages	• Learning is adjusted to each student's learning stage • Additional programs are provided for students who need support
	Implementation of the Pancasila Student Profile Strengthening Project	• The project is oriented towards conceptual

		understanding and problem-solving • The project is implemented in an appropriate quantity as recommended
Product	Reflection and Evaluation of Curriculum Implementation	• Teachers reflect on and evaluate curriculum implementation • The results of reflection and evaluation are used to improve learning
	Collaboration with Fellow Teachers	• Teachers collaborate with colleagues in planning and implementing learning • Collaboration is conducted regularly and impacts the quality of learning
	Collaboration with Parents/Families	• Teachers involve parents in the student learning process • Communication with parents is conducted regularly and involves two-way dialogue
	Collaboration with Community/Organizations/Industry	• Teachers involve the community or organizations in learning • Collaborative programs with local industries or communities are successfully implemented

3. Document Analysis Checklist

A document analysis checklist contains the items that will be analyzed from official documents and archives. Neuman states that a checklist assists researchers in systematizing the document analysis process.⁶⁷

Table 3.4 Document Checklist

Curriculum Planning

No	Document	Criteria	Checklist (✓)	
			Yes	No
1	Teaching Module	Aligned with the operational curriculum.		
		Includes clear learning objectives.		
		Uses varied, student-centered methods.		
		Includes formative & summative assessments.		
		Adapted to students' needs & local context.		
2	Learning Objectives Flow	Reflects the operational curriculum.		
		Structured flow of objectives.		
		Based on students' needs analysis.		
3	Teaching Materials	Includes textbooks, modules, & other resources.		
		Adapted to local context & students' needs.		
		Provides additional enrichment sources.		
4	Pancasila Student Profile Strengthening Project	Reflects Pancasila values.		
		Involves students' opinions & ideas.		
		Adapted to local context & students' interests.		

Assessment and Feedback

No	Document	Criteria	Checklist (✓)	
			Yes	No
1	Assessment Instrument	The assessment instrument includes relevant tests, quizzes, and		

⁶⁷ Delia Neuman, "Qualitative Research in Educational Communications and Technology: A Brief Introduction to Principles and Procedures," *Journal of Computing in Higher Education* 26 (2014): 69–86, <https://link.springer.com/article/10.1007/s12528-014-9078-x>.

No	Document	Criteria	Checklist (√)	
			Yes	No
		assignments.		
		The assessment instrument aligns with learning objectives.		
		The assessment instrument includes both formative and summative assessments.		
2	Assessment Results	Assessment results are used to identify students' learning needs.		
		Assessment results are used to design the next learning activities.		
		Assessment results are communicated to students with constructive feedback.		
3	Feedback	Feedback is provided regularly and clearly.		
		Feedback includes aspects that need improvement and those that are already good.		
		Feedback is used to help students achieve learning objectives.		

Reflection and Evaluation

No	Document	Criteria	Checklist (√)	
			Yes	No
1	Reflection Notes	The teacher records personal reflections on the learning process.		
		Reflection notes include experiences, challenges, and implemented solutions.		
		Reflections are conducted regularly and systematically.		
2	Learning Evaluation	Evaluation includes analysis of student learning outcomes data.		
		Evaluation is conducted based on feedback from students, parents, and colleagues.		
		Evaluation is used for improvement and development of learning.		
3	Professional Development Documents	The document includes evidence of participation in professional development activities.		
		The document includes reflections on the impact of professional development activities on teaching practices.		

Collaboration

No	Document	Criteria	Checklist (√)	
			Yes	No
1	Collaboration Document with Fellow Teachers	The document includes records of meetings and discussions with colleagues.		
		The document includes a collaborative plan for learning.		
2	Collaboration Document with Parents/Families	The document includes communication with parents about students' learning progress.		
		The document includes feedback from parents on the learning process.		
3	Collaboration Document with Community/Industry	The document includes plans and implementation of collaborative programs with the community/industry.		
		The document includes evidence of community/industry involvement in learning.		

F. Data Collection Technique

1. Observation

Classroom observations are a qualitative method involving direct watching and recording of behaviors and interactions in the natural classroom setting, providing firsthand evidence of how the *Merdeka* Curriculum is implemented. In this study, observations were conducted by the researcher in real-time while English classes were ongoing. The focus was on how English teachers applied elements of the curriculum, including learning strategies, the use of project-based learning (such as P5), formative assessments, and student

engagement. The researcher used a structured observation sheet aligned with the CIPP evaluation framework to record findings. However, due to the ongoing re-accreditation process at the school during the data collection period, the researcher was only able to observe limited sessions. To overcome this, supplementary informal clarification was sought from the teachers after the limited observations to ensure data completeness. Observations were documented through field notes.⁶⁸

2. In-depth Interview

In-depth interviews were conducted with two English teachers who were willing and available to participate from a total of four teachers at MAN Palopo. These interviews aimed to gain a deeper understanding of the implementation of the *Merdeka* Curriculum in English language teaching. A semi-structured interview guide was developed according to the CIPP framework. All questions were delivered fully and systematically, without omission or rephrasing. The interviews were conducted face-to-face in a quiet setting within the school compound. Each session was audio-recorded with the participants' consent to ensure accuracy, and then transcribed verbatim. Building rapport was essential to encourage open sharing of experiences and opinions. The teachers provided detailed insights about their curriculum planning, challenges in implementation, use of technology and materials, collaboration efforts, and reflections on student progress.⁶⁹

⁶⁸ Andrew P. Carlin and Younhee H. Kim, "Teaching Qualitative Research: Versions of Grounded Theory," *The Grounded Theory Review* 18, no. 1 (2019): 29–44, <https://eds-b-ebscohost-com.proxy1.ncu.edu/eds/pdfviewer/pdfviewer?vid=1&sid=6a28fb35-d1da-4886-8153-6ff5c38f7e38%40sessionmgr101>.

⁶⁹ Andrew P. Carlin and Younhee H. Kim, "Teaching Qualitative Research: Versions of Grounded Theory," *The Grounded Theory Review* 18, no. 1 (2019): 29–44, <https://eds-b>

3. Document Analysis

Document analysis served as a secondary data source to support and validate findings from observations and interviews. The documents targeted included ATP (Alur Tujuan Pembelajaran), CP (Capaian Pembelajaran), teacher lesson plans, student work samples, and project documentation related to P5 (Penguatan Profil Pelajar Pancasila). However, access to these documents was limited. Teachers permitted only onsite viewing and oral explanation of the documents, without allowing any copies, scans, or photos to be taken. Therefore, the researcher relied on detailed note-taking and filled the documentation checklist based on what was visually verified and the teacher's explanation. Despite the limitations, document analysis provided important context to verify the alignment between teacher claims and the formal curriculum structure at the school.

G. Validation of Data Accuracy

The following techniques will be employed to ensure the accuracy and reliability of the data:⁷⁰

1. Triangulation

To ensure the validity and credibility of the findings, this study employed data triangulation, which involves comparing data collected from multiple sources, in this case: interviews, observations, and documentation. By cross-

ebsohost-com.proxy1.ncu.edu/eds/pdfviewer/pdfviewer?vid=1&sid=6a28fb35-d1da-4886-8153-6ff5c38f7e38%40sessionmgr101.

⁷⁰ B. G. Glaser and A. L. Strauss, *The Discovery of Grounded Theory: Strategies for Qualitative Research* (Aldine Publishing Company, 1967), <https://archive.org/details/discoveryofgroun00glas>.

checking information from these different instruments, the researcher aimed to verify whether the data were consistent and supported the same conclusions.

Data triangulation was conducted for each component of the CIPP evaluation model (Context, Input, Process, Product). The following table summarizes the comparison of findings from each instrument to identify convergence or divergence in the data:

Table 3.5 Comparison of Findings Across Instruments (Triangulation Table)

CIPP Component	Interview Findings	Observation Findings	Documentation Findings	Consistency
Context	Teachers adapted ATP and teaching to student needs; they mentioned limited formal analysis.	Teachers contextualized materials in class	KOSP documents exist; no formal student needs analysis has been documented	Partially consistent
Input	Teachers received training, but stated it was theoretical; digital use was mentioned.	Use of digital tools observed; infrastructure uneven	Attendance in workshops was recorded; no detailed evaluation of resources was conducted.	Consistent
Process	Active learning, formative assessments, and project-based learning are mentioned.	Group work and P5 activities were observed; some students were passive	Lesson plans and ATP aligned with active strategies; no peer reflection tools found	Mostly consistent
Product	Students showed growth in soft skills and language; mixed	Project presentations and writing samples were observed	Student journals and writing products collected; no long-term tracking data	Partially consistent

	engagement levels.			
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As shown in the table above, most components demonstrated moderate to high consistency across instruments. For example, interview and observation data consistently indicated the use of digital tools and formative assessment strategies (Input and Process components). However, certain discrepancies were noted. For instance, while teachers claimed to adapt instruction to students' needs (Context), formal documentation of needs assessment was absent. Similarly, Product-related claims regarding long-term student growth could not be verified due to the absence of measurable student tracking data in documentation.

These findings indicate that while instrumental triangulation supports the general validity of the findings, there are critical gaps in documentation and systematic monitoring, which should be addressed in future research and school-level implementation strategies.

2. Member Checking

Member checking is a technique to enhance internal validity by involving participants in the data verification process. After conducting interviews and observations, the researcher will share preliminary findings with the participating teachers to ensure that the researcher's interpretations are accurate and aligned with their experiences. Participants will have the opportunity to provide feedback, clarification, or additional information that may have been overlooked or misinterpreted by the researcher. This technique not only helps ensure the accuracy of the collected data and generated interpretations but also empowers

participants by giving them an active role in the research process, thereby enhancing the trustworthiness and validity of the research findings.

3. Peer Review

Peer review involves engaging the researcher's peers or colleagues in reviewing and providing feedback on the research process and findings. In this study, the researcher will seek colleagues with expertise in qualitative research and education to review the research instruments, data collection procedures, and analysis of findings. These peers will provide constructive criticism, suggestions for improvement, and alternative perspectives that can help the researcher identify biases or weaknesses in the research design. Peer review also serves as a quality control mechanism, ensuring that the research is conducted to high academic standards and that the findings produced are reliable and valid. Through this process, the research becomes more transparent and credible, as other experts in the field have validated findings and methods.

H. Data Analysis Technique

The data analysis process in this study will rigorously adhere to Grounded Theory procedures, ensuring a systematic and comprehensive examination of the collected data.⁷¹ Grounded Theory is particularly suited for this research as it allows for the development of a theoretical framework directly grounded in

⁷¹ B. G. Glaser and A. L. Strauss, *The Discovery of Grounded Theory: Strategies for Qualitative Research* (Aldine Publishing Company, 1967), <https://archive.org/details/discoveryofgroun00glas>.

empirical data⁷², offering rich insights into the readiness, implementation, and evaluation of the Merdeka curriculum by English teachers.

1. Open Coding

The first step in the data analysis process is open coding. During this phase, the data will be broken down into discrete parts, enabling a close examination of each segment. It involves reading through the transcripts of interviews, field notes from classroom observations, and relevant documents line by line to identify significant phrases, words, or incidents. Each piece of data is then labeled with a code that succinctly captures its essence. This process is iterative and involves constant comparison, whereby similar data segments are grouped under the same code, and differences are noted. The goal is to identify patterns and themes that begin to emerge from the raw data, laying the foundation for deeper analysis.

2. Axial Coding

Following open coding, the next step is axial coding, which involves reassembling the data in new ways by establishing connections between categories. During axial coding, the focus shifts to understanding how different codes relate to each other. This phase involves identifying core categories and subcategories and exploring the relationships between them. By organizing the data into a coherent structure, axial coding helps to elucidate the underlying dynamics and interactions within the data, moving from simple categorization to a more complex understanding of the phenomena under study.

⁷² Mengye Yu and Simon M. Smith, "Grounded Theory: A Guide for a New Generation of Researchers," *International Journal of Doctoral Studies* 16 (2021): 553–68, <https://doi.org/10.28945/4836>.

3. Selective Coding

The final phase is selective coding, where the analysis reaches a point of integration and refinement. In this step, the researcher focuses on selecting the core categories that form the backbone of the grounded theory. The goal is to integrate and refine these categories to develop a cohesive theoretical framework that comprehensively explains the evaluation of the *Merdeka* curriculum implementation in english teaching. Selective coding involves synthesizing the relationships identified during axial coding into a central storyline or theory that accounts for the main concerns of the participants and how they resolve these concerns. This phase also includes the validation of the emerging theory by cross-checking it against the data, ensuring it is robust, grounded, and reflective of the participants' experiences.

CHAPTER IV

RESULTS AND DISCUSSION

A. Results

This study focuses on the process evaluation of the implementation of the *Merdeka* Curriculum in English language teaching at MAN Palopo, aiming to understand how the curriculum is applied, the challenges faced by teachers, and its impact on the learning process. Using observation and interviews, this study provides a comprehensive overview of how the *Merdeka* Curriculum is implemented in English language instruction and how teachers adapt it to enhance teaching quality.

1. Context Evaluation

Context evaluation is aimed at examining the underlying conditions, needs, and readiness of MAN Palopo to implement the *Merdeka* Curriculum in English language teaching. This evaluation draws on interview transcripts from two English teachers, classroom observations, and a document analysis of the school's curriculum framework (KOSP).

a. Relevance of Curriculum Objectives to Student Needs

Teachers at MAN Palopo demonstrated autonomy in adapting curriculum objectives. Teacher 1 shared:

“The development of learning objectives (ATP) is based not only on the characteristics and needs of students but also on the readiness of the school and educational policies.⁷³”

⁷³ Bebet Rusmasari K., S.Pd., *Interview*, MAN Palopo, 19 November 2024.

Meanwhile, Teacher 2 structured her lesson sequences to accommodate different learning styles:

“Some students find listening comprehension easier than speaking, so I often start with listening activities before moving on to speaking exercises. This sequencing helps them build confidence.⁷⁴”

Classroom observations confirmed these practices. The teacher began with listening segments (e.g., audio dialogues), followed by guided speaking tasks, demonstrating alignment between planning and student learning needs.

b. Development and Adaptation of Teaching Materials

The teachers intentionally modified teaching resources to ensure cultural relevance and engagement. Teacher 2 stated:

“Instead of using generic reading texts from textbooks, I incorporated local folklore as reading material. It makes the lesson more relatable, and students enjoy learning about their own culture in English.⁷⁵”

Teacher 1 reinforced this point:

“I do slight modifications to teaching materials based on local contexts, especially to ensure that students can connect with what they learn.⁷⁶”

In observations, one reading lesson included a story rooted in local tradition, with vocabulary exercises and oral retelling tasks that drew upon students’ own cultural experiences.

c. Institutional Support and Curriculum Design

Teachers highlighted the school's structural support through project facilitation. Teacher 1 described the formal planning of the P5 initiative:

⁷⁴ Rahmawati, S.S., *Interview*, MAN Palopo, 21 November 2024.

⁷⁵ Rahmawati, S.S., *Interview*, MAN Palopo, 21 November 2024.

⁷⁶ Bebet Rusmasari K., S.Pd., *Interview*, MAN Palopo, 19 November 2024.

“The P5 project planning is led by a team of facilitators appointed by the vice principal of curriculum affairs. We determine the theme, project scope, and time allocation before implementation.”⁷⁷

Teacher 2 emphasized student participation in project design:

“I want students to be involved in deciding project themes. For example, they once proposed a project on waste management and created artwork from recycled materials.”⁷⁸

Observation of displayed student work (e.g., posters and crafts) and project documentation showed that such projects were executed and showcased, although not all departments involved students equally in the planning phase.

d. Reflection and Challenges in Professional Development

Although both teachers are actively engaged in curriculum implementation, challenges in professional training remain. Teacher 2 expressed a need for practical training sessions:

“We could benefit from more hands-on training sessions that focus on practical classroom applications rather than just theory.”⁷⁹

It is echoed in classroom observations, where while learner-centered activities were present, assessment practices and use of differentiated strategies did not fully reflect the *Merdeka* Curriculum’s expectations, indicating a gap in applied understanding.

The context evaluation highlights MAN Palopo’s readiness and initiative in implementing the *Merdeka* Curriculum in English language teaching. Teachers actively modify teaching objectives, materials, and lesson structures to meet students’ needs and local relevance. Evidence from interviews and classroom

⁷⁷ Bebet Rusmasari K., S.Pd., *Interview*, MAN Palopo, 19 November 2024.

⁷⁸ Rahmawati, S.S., *Interview*, MAN Palopo, 21 November 2024.

⁷⁹ Rahmawati, S.S., *Interview*, MAN Palopo, 21 November 2024.

observations confirms the presence of student-centered, contextual learning practices. However, gaps remain in teacher training and the full integration of curriculum innovations across all levels. A stronger focus on practical, continuous professional development and equitable student involvement in project design would further enhance curriculum alignment with local needs.

2. Input Evaluation

Input evaluation focuses on the availability and suitability of resources, facilities, professional development, and instructional materials to support the implementation of the *Merdeka* Curriculum in English teaching at MAN Palopo. The findings are based on teacher interviews, document analysis, and classroom observations.

a. Professional Development and Teacher Competency

The school has facilitated teacher participation in various training activities, although both teachers expressed the need for more practical and ongoing support. Teacher 1 stated:

“I regularly attend training sessions and workshops on the *Merdeka* Curriculum to learn new techniques that I can apply in my teaching.”⁸⁰

Teacher 2 also highlighted peer collaboration as a source of professional growth:

“Talking to fellow teachers helps me gain new insights. Sometimes, we share teaching problems and find solutions together.”⁸¹

Despite these efforts, both teachers noted the lack of hands-on application in existing training programs. Teacher 2 expressed:

⁸⁰ Bebet Rusmasari K., S.Pd., *Interview*, MAN Palopo, 19 November 2024.

⁸¹ Rahmawati, S.S., *Interview*, MAN Palopo, 21 November 2024.

“We could benefit from more hands-on training sessions that focus on practical classroom applications rather than just theory.”⁸²

It suggests that while basic training is accessible, teachers require more in-depth support that bridges theory with practical classroom realities.

b. Learning Facilities and Technological Resources

Document analysis and classroom observations revealed significant limitations in digital infrastructure. Although the curriculum promotes the use of multimedia tools, full integration is hindered by inadequate access to technology.

Teacher 2 explained:

“I often use Kahoot and Quizizz for quizzes, and YouTube videos for listening practice. These tools make learning more dynamic and enjoyable for students.”⁸³

However, students faced challenges in accessing digital tools from home.

One student reported:

“Sometimes, I struggle with online assignments because I don't always have a good internet connection at home.”⁸⁴

This disparity was also observed during classroom visits where students shared devices, and connectivity issues occasionally disrupted learning activities. Thus, while teachers demonstrate initiative in incorporating technology, equitable access remains an issue that needs institutional response.

During informal conversations, teachers also revealed that internet access in the school was not equally distributed. Wi-Fi facilities were reported to be available only in the research class, while other classrooms lacked reliable connectivity. This condition made it difficult for English teachers to apply digital-

⁸² Rahmawati, S.S., *Interview*, MAN Palopo, 21 November 2024.

⁸³ Rahmawati, S.S., *Interview*, MAN Palopo, 21 November 2024.

⁸⁴ Nurul Istiana, *Interview*, MAN Palopo, 21 November 2024.

based learning across all classes consistently. Although teachers expressed enthusiasm to use online platforms such as quizzes and video-based resources, these limitations restricted their ability to implement digital learning fully.

Teachers further noted that not all students had personal access to adequate electronic devices. While some students owned laptops or smartphones, others had limited access, and a few did not possess any devices at all. This unequal access created disparities in students' opportunities to engage with digital tools, both during classroom activities and at home. Consequently, while the *Merdeka* Curriculum promotes the integration of technology in teaching, the lack of equitable facilities posed significant challenges for its effective implementation.

c. Curriculum Support Materials and Teaching Resources

Instructional materials are developed by combining national resources with localized content. Teachers modify materials to fit student context and readiness.

As previously cited:

“I do slight modifications to teaching materials based on local contexts, especially to ensure that students can connect with what they learn.”⁸⁵

“Instead of using generic reading texts from textbooks, I incorporated local folklore as reading material. It makes the lesson more relatable, and students enjoy learning about their own culture in English.”⁸⁶

This localized adaptation aligns with the *Merdeka* Curriculum's principle of contextual and differentiated instruction. Observations confirmed the use of these modified resources, such as regionally themed reading texts and culturally relevant discussion topics.

⁸⁵ Bebet Rusmasari K., S.Pd., *Interview*, MAN Palopo, 19 November 2024.

⁸⁶ Rahmawati, S.S., *Interview*, MAN Palopo, 21 November 2024.

d. Institutional and Administrative Support

The school provides a basic level of institutional support, such as facilitating teacher meetings and professional development workshops. However, constraints related to scheduling and administrative workload sometimes limit teachers' capacity to explore curriculum innovations fully. From document analysis, it was also evident that while a School Operational Curriculum (KOSP) exists, not all departments had equally detailed subject-level adaptations. Teacher collaboration documents showed regular coordination:

“We regularly discuss lesson plans, assessment strategies, and classroom challenges in teacher meetings. Sometimes, we even co-develop learning materials to ensure consistency across classes.”⁸⁷

However, there is still a need for structured monitoring and evaluation mechanisms at the institutional level to support long-term curriculum implementation efforts.

Input evaluation reveals that teachers at MAN Palopo have taken significant steps to align available resources with the demands of the Merdeka Curriculum. They participate in professional development, collaborate with peers, and adapt teaching materials. However, limitations in digital infrastructure, uneven access to training, and a lack of structured institutional support hinder optimal curriculum implementation. Addressing these input-level gaps, particularly through targeted capacity building and technology access, can strengthen the school's overall readiness to fulfill the curriculum's vision.

⁸⁷ Bebet Rusmasari K., S.Pd., *Interview*, MAN Palopo, 19 November 2024.

3. Process Evaluation

Process evaluation aims to assess the implementation quality of the *Merdeka* Curriculum in English language teaching at MAN Palopo. It focuses on instructional methods, learning strategies, assessment practices, differentiation, collaboration, and reflection. The data were collected through in-depth interviews with English teachers, classroom observations, student interviews, and document analysis.

a. Implementation of Student-Centered Learning

Teachers employed various active learning strategies to foster engagement and ownership. Teacher 1 shared:

“I use active learning methods such as cooperative learning, problem-based learning, and role-playing to ensure students engage in the learning process.⁸⁸”

Teacher 2 emphasized the real-life application of texts:

“For example, when teaching functional texts like announcements or invitations, I ask students to create their own real-life versions and present them in class.⁸⁹”

These practices were observed in classrooms, where students worked in small groups to create, present, and reflect on authentic communication tasks, aligning with the *Merdeka* Curriculum’s experiential learning focus. Students also confirmed the benefits of these approaches. One said:

“I enjoy group discussions because they help me learn from my friends and feel more confident speaking English.⁹⁰”

However, another student expressed a limitation:

⁸⁸ Bebet Rusmasari K., S.Pd., *Interview*, MAN Palopo, 19 November 2024.

⁸⁹ Rahmawati, S.S., *Interview*, MAN Palopo, 21 November 2024.

⁹⁰ Muh. Dafha, *Interview*, MAN Palopo, 18 November 2024.

“Sometimes, the group activities are dominated by a few students, and the quieter ones don’t get a chance to speak much.”⁹¹

It suggests that while student-centered methods are in use, more equitable facilitation is needed.

b. Integration of Technology in Teaching

Teachers frequently integrated multimedia to support engagement and comprehension. Teacher 2 stated:

“I often use Kahoot and Quizizz for quizzes, and YouTube videos for listening practice. These tools make learning more dynamic and enjoyable for students.”⁹²

Students confirmed the positive impact of digital tools. One student mentioned:

“Watching videos helps me understand the pronunciation and meaning of words better than just reading from a book.”⁹³

Despite these efforts, access remains uneven. Student 4 shared:

“Sometimes, I struggle with online assignments because I don't always have a good internet connection at home.”⁹⁴

c. Formative Assessment Practices

Assessment in the classroom was conducted continuously and with variation. Teacher 1 explained:

“I assess students through class discussions, short quizzes, and reflective journals rather than relying only on final tests.”⁹⁵

Teacher 2 further elaborated:

⁹¹ Firda Zagwana Haris, *Interview*, MAN Palopo, 18 November 2024.

⁹² Rahmawati, S.S., *Interview*, MAN Palopo, 21 November 2024.

⁹³ Annisa Khumaira, *Interview*, MAN Palopo, 21 November 2024.

⁹⁴ Nurul Istiana, *Interview*, MAN Palopo, 21 November 2024.

⁹⁵ Bebet Rusmasari K., S.Pd., *Interview*, MAN Palopo, 19 November 2024.

“I use formative assessments not just to evaluate students’ understanding but also to keep them engaged. I sometimes use online quizzes like Kahoot to make assessments more interactive and enjoyable.”⁹⁶

Students appreciated this variety. Student 2 said:

“Frequent small quizzes help me know where I need to improve, rather than just one big exam at the end.”⁹⁷

Yet, another student noted:

“Sometimes, we have too many small quizzes in a short period, which makes it stressful.”⁹⁸

It indicates the need to balance assessment frequency with workload.

d. Differentiated Instruction and Remedial Support

Efforts to accommodate individual learning needs were evident. Teacher 2 described her approach:

“For struggling students, I provide additional materials and remedial sessions. For more advanced students, I give them extra challenges like writing longer essays or conducting presentations.”⁹⁹

Despite these efforts, students still had concerns. Student 4 said:

“Sometimes, I find the lessons too fast, and I need more time to understand before moving to the next topic.”¹⁰⁰

It highlights that while differentiation exists, additional scaffolding may be necessary.

e. Collaboration and Curriculum Reflection

Collaboration was frequent among teachers. Teacher 1 explained:

“We regularly discuss lesson plans, assessment strategies, and classroom challenges in teacher meetings. Sometimes, we even co-develop learning materials to ensure consistency across classes.”¹⁰¹

⁹⁶ Rahmawati, S.S., *Interview*, MAN Palopo, 21 November 2024.

⁹⁷ Firda Zagwana Haris, *Interview*, MAN Palopo, 18 November 2024.

⁹⁸ Annisa Khumaira, *Interview*, MAN Palopo, 21 November 2024.

⁹⁹ Rahmawati, S.S., *Interview*, MAN Palopo, 21 November 2024.

¹⁰⁰ Nurul Istiana, *Interview*, MAN Palopo, 21 November 2024.

Teacher 2 added:

“Collaboration with other teachers helps us exchange ideas and teaching methods. I have learned new strategies from my colleagues that I now apply in my classroom.”¹⁰²

Teachers also reflected on instructional effectiveness. Teacher 1 noted:

“At the end of each lesson, I take a few minutes to think about what worked well and what needs adjustment. If students seem confused about a topic, I modify my approach for the next lesson.”¹⁰³

Teacher 2 shared a similar perspective:

“Sometimes, a method that works well for one group of students doesn’t work for another. That’s why I adjust my strategies depending on student responses.”¹⁰⁴

The process evaluation reveals that English teachers at MAN Palopo are implementing many elements of the Merdeka Curriculum effectively, such as active learning, technology integration, formative assessments, and reflection. Classroom practices showed varied strategies and student engagement. However, full alignment with the curriculum’s ideals is limited by inconsistent differentiation, unequal digital access, and occasional overreliance on traditional instruction. Strengthening training in differentiated instruction and formative assessment, along with enhanced classroom management support, could significantly improve the quality of curriculum implementation.

4. Product Evaluation

Product evaluation focuses on the outcomes of implementing the Merdeka Curriculum in English learning at MAN Palopo. It includes academic

¹⁰¹ Bebet Rusmasari K., S.Pd., *Interview*, MAN Palopo, 19 November 2024.

¹⁰² Rahmawati, S.S., *Interview*, MAN Palopo, 21 November 2024.

¹⁰³ Bebet Rusmasari K., S.Pd., *Interview*, MAN Palopo, 19 November 2024.

¹⁰⁴ Rahmawati, S.S., *Interview*, MAN Palopo, 21 November 2024.

improvement, student skill development, character growth, and the achievement of curriculum objectives such as independence, critical thinking, and collaborative learning. The findings were obtained from classroom observations, document analysis (student work, project outputs, assessment results), and indirect reflections from previous sections.

a. Improvement of English Language Skills

Observation and document review indicated that students showed progress in multiple English language competencies. Writing samples collected during P5 projects demonstrated increased vocabulary range and better paragraph organization. Oral presentations, often integrated into projects and performance tasks, reflected improved fluency and confidence in speaking.

In one observed class, students presented invitation texts they had created. Most were able to pronounce key vocabulary correctly and used polite language appropriate to the context. Their ability to convey meaning showed an increase in communicative competence compared to earlier lesson records.

b. Student Independence and Learning Ownership

Student-centered methods such as group projects, inquiry tasks, and real-world assignments encouraged students to take initiative in their learning. It aligns with one of the Merdeka Curriculum's goals: to nurture independent learners. Observations showed that students were able to organize their tasks within groups, distribute responsibilities, and meet deadlines with minimal teacher intervention.

In P5 projects, students developed posters and conducted mini-campaigns, which demonstrated self-management skills, particularly in time allocation,

material design, and task execution. Reflection journals collected as part of project documentation showed that students were able to evaluate their own performance and identify areas for improvement.

c. Critical Thinking and Creativity

Several classroom activities observed were designed to develop higher-order thinking skills. Tasks included problem-solving discussions, open-ended writing prompts, and creative tasks such as composing dialogues, designing advertisements, and role-playing scenarios. These activities challenged students to analyze information, express opinions, and generate ideas creatively.

For example, in one lesson, students created their own versions of traditional stories in English. They were asked to change the ending, introduce new characters, or retell it from a different perspective. Their outputs showed originality, narrative structure awareness, and increased confidence in expressing ideas.

d. Character and Collaboration Development

The P5 (*Pancasila* Student Profile) projects provided platforms for students to develop social and moral values such as teamwork, responsibility, environmental awareness, and empathy. Though not quoted directly, previous teacher interviews emphasized student involvement in theme selection and task execution, implying values of participation and collaboration.

Observation of group dynamics revealed strong peer interaction, with students encouraging each other and resolving disagreements respectfully. In one observed project, students repurposed recyclable materials to create art

installations, tying language use with environmental themes. This integrated learning approach reinforces both character education and academic learning.

e. Achievement of Curriculum Goals

Based on alignment between classroom practice and curriculum documents, it was evident that key goals of the *Merdeka* Curriculum were being addressed: flexibility in learning paths, contextual relevance, and student engagement. Assessment reports showed steady improvement in average student performance, particularly in reading comprehension and speaking tasks.

However, disparities were still noted. Some students struggled with time management or task clarity during project work, indicating the need for more structured guidance. Additionally, feedback mechanisms from teachers to students were observed to vary in quality and frequency.

The product evaluation shows that the implementation of the *Merdeka* Curriculum at MAN Palopo has yielded positive outcomes in student language skills, independence, critical thinking, and character development. Evidence from observations and student work shows meaningful learning taking place. However, to fully maximize impact, continuous support in feedback delivery, clearer scaffolding for project tasks, and equitable access to learning tools remain essential.

To provide a clearer understanding of the research outcomes, the following table summarizes the key findings of this study based on the four components of the CIPP evaluation model:

Table 4.1 Key Findings

CIPP Component	Key Findings
Context	1. The curriculum was generally adapted to the school context and student characteristics, but modifications were minimal. 2. Learning objectives often followed national templates rather than being developed independently. 3. P5 (Pancasila Student Profile) projects were planned, but lacked student involvement and local contextual relevance.
Input	1. Teachers received training, but it was focused on policy rather than practical classroom application. 2. Facilities such as LCDs and Wi-Fi were available, but inconsistently used. 3. Teaching materials were used as-is, with limited adaptation to student needs or the local environment.
Process	1. Teaching remained mostly teacher-centered, with limited implementation of student-centered learning. 2. Formative assessments were applied irregularly and were not used to adjust instruction. 3. There was a disconnect between lesson plans and actual classroom practices.
Product	1. Improvements were seen in soft skills like communication and collaboration, especially through project-based activities. 2. Academic outcomes in English were inconsistent across students. 3. Teachers rarely documented or reflected on the impact of curriculum implementation.

B. Discussion

1. Context Evaluation

The context evaluation in this study aimed to assess the underlying conditions, needs, and readiness of MAN Palopo in implementing the *Merdeka* Curriculum, particularly in English language teaching. Based on Stufflebeam's CIPP model, the context component requires a deep understanding of institutional goals, student characteristics, and environmental factors that influence curriculum

decisions.¹⁰⁵ The findings revealed that teachers demonstrated a high degree of responsiveness to student needs, particularly in the development of learning objectives (ATP) and the adaptation of materials. These actions reflect the ideals of learner-centered curriculum design and are aligned with the constructivist theory of learning, particularly as formulated by Vygotsky, which emphasizes that instruction must be relevant to the students' sociocultural context and developmental level.¹⁰⁶

Teachers at MAN Palopo modified their instruction based on students' interests and abilities. One teacher integrated local folklore into reading materials to enhance engagement, and another adjusted learning sequences to accommodate students' strengths, such as prioritizing listening before speaking for certain groups. These practices demonstrate congruence with Tyler's rationale, which posits that effective curriculum objectives must be derived from both student needs and societal demands.¹⁰⁷ The contextual adaptation of content also supports the principles of curriculum contextualization, where learning materials are tailored to local realities to increase relevance and accessibility.¹⁰⁸¹⁰⁹

¹⁰⁵ Daniel L. Stufflebeam and Anthony J. Shinkfield, *The CIPP Evaluation Model: How to Evaluate for Improvement and Accountability* (Guilford Publications, 2017).

¹⁰⁶ M. Givi Efgivia et al., "Analysis of Constructivism Learning Theory," *Proceedings of the 1st UMGESHIC International Seminar on Health, Social Science and Humanities (UMGESHIC-ISHSSH 2020)* 585 (2021): 208–12, <https://doi.org/10.2991/assehr.k.211020.032>.

¹⁰⁷ Dedi Jasrial, Hermawati Syarif, and Yetti Zainil, "English Teachers' Voices on Curriculum Change and Implementation of the Merdeka Curriculum in Rural Junior High Schools in Indonesia," *LINGUISTS: Journal of Linguistics and Language Teaching* 2069, no. 9 (2023): 19–39, <https://doi.org/10.29300/ling.v9i2.12440>.

¹⁰⁸ Saiful Anwar, Ishomuddin Ishomuddin, and Faridi Faridi, "Dynamics of the Islamic Education Curriculum in Madrasah: Study K-13 and Merdeka Curriculum," *JIE (Journal of Islamic Education)* 8, no. 2 (2023): 266–82.

¹⁰⁹ Andi Husni A. Zainuddin et al., "Barriers to Local Language Preservation: Insights from English Teachers in the Luwu Context," *IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature* 12, no. 2 (2025): 2221–36, <https://doi.org/10.24256/ideas.v12i2.5959>.

Moreover, the integration of student voice in P5 project themes, as shown in teacher interviews, aligns with the philosophy of democratic education. Dewey emphasized that curriculum should evolve from learners' lived experiences and active participation, as this leads to more meaningful and transformative learning.¹¹⁰ By allowing students to propose themes (e.g., waste management), teachers empowered learners to co-construct the curriculum, a core tenet of the *Merdeka Curriculum*.

However, several gaps emerged when findings were compared to theoretical ideals. While teacher initiative in contextualization was strong, there was limited evidence of formal needs assessment procedures conducted at the institutional level prior to implementing the *Merdeka Curriculum*. Stufflebeam emphasized that context evaluation should be grounded in systematic data collection about student needs, school readiness, and environmental constraints.¹¹¹ At MAN Palopo, curriculum decisions were largely based on teacher intuition and past teaching experience rather than school-wide diagnostic assessments or longitudinal student data. It represents a significant departure from the theoretical expectation of data-driven planning.

Furthermore, although the ATP and learning objectives were adapted, there was no indication that the school conducted a gap analysis to identify discrepancies between curriculum demands and current school capabilities. According to Print, effective curriculum development must begin with a

¹¹⁰ John Dewey, "Democracy and Education," in *Democracy and Education*, ed. Nicholas Tampio (Columbia University Press, 2024), xv–lvi, <https://doi.org/doi:10.7312/dewe21010-003>.

¹¹¹ Daniel L. Stufflebeam and Anthony J. Shinkfield, *The CIPP Evaluation Model: How to Evaluate for Improvement and Accountability* (Guilford Publications, 2017).

situational analysis to identify internal and external influencing factors.¹¹² Without such structured analysis, schools risk implementing changes that are misaligned with actual needs, limiting the effectiveness of curriculum innovations.¹¹³

The implementation of P5 projects also revealed mixed alignment with theory. While students were given opportunities to contribute ideas, the planning process remained primarily top-down, as reflected in the teacher's statement that project themes were often decided by a facilitator team led by the vice principal. It contradicts the full realization of student-centered curriculum development, which, according to Acut, requires learners' involvement not only in the execution but also in the planning and evaluation of learning experiences.¹¹⁴

Lastly, although contextual materials were used effectively in classrooms, some challenges remained in integrating these consistently across all levels and units. The lack of standardized school-level guidelines for contextualization meant that much depended on individual teacher creativity, rather than being institutionally supported or evaluated. This finding diverges from the expectations

¹¹² Louise Elisabeth King, "Influence of Situational Factors on Curriculum Implementation," in *Australian Transnational Vocational Education: Imperatives, Challenges and Improvements for Curriculum Implementation*, ed. Louise Elisabeth King (Singapore: Springer Nature Singapore, 2024), 97–124, https://doi.org/10.1007/978-981-96-0978-9_5.

¹¹³ Dini Irawati et al., "Merdeka Belajar Curriculum Innovation and Its Application in Education Units," *Edumaspul: Jurnal Pendidikan* 6, no. 2 (2022): 2506–14, <https://doi.org/10.33487/edumaspul.v6i2.4603>.

¹¹⁴ Dharel P Acut, "From Classroom Learning to Real-World Skills: An Autoethnographic Account of School Field Trips and STEM Work Immersion Program Management," *Disciplinary and Interdisciplinary Science Education Research* 6, no. 1 (2024): 20, <https://doi.org/10.1186/s43031-024-00111-x>.

set by curriculum management theories that emphasize the need for systematic school-wide strategies and alignment.¹¹⁵

In summary, the context evaluation showed that MAN Palopo has taken meaningful steps to align curriculum implementation with student needs and local relevance. Teachers demonstrated strong professional judgment and flexibility in planning. However, the absence of institutionalized needs assessment and formal contextual analysis procedures limits full alignment with curriculum development theory. Moving forward, a more structured approach to contextual data collection and collaborative curriculum design will be essential to ensure that curriculum innovations are not only responsive but also sustainable and equitable.

2. Input Evaluation

The input evaluation of the *Merdeka* Curriculum implementation at MAN Palopo highlights how resources, teacher competencies, and institutional structures play a vital role in determining the quality of curriculum enactment. According to Stufflebeam's CIPP model, the input component involves identifying resources and strategies needed to achieve program objectives effectively.¹¹⁶ At MAN Palopo, English teachers demonstrated commendable autonomy and initiative, which is evident through their participation in training and collaboration in curriculum planning. It aligns with the relevant research,

¹¹⁵ Dharma Gyta et al., "Implementation of Merdeka Curriculum Using Learning Management System (LMS)," *International Journal of Educational Research Excellence (IJERE)* 02, no. 01 (2023): 93–99, <https://doi.org/10.55299/ijere.v2i1.439>.

¹¹⁶ Daniel L. Stufflebeam and Anthony J. Shinkfield, *The CIPP Evaluation Model: How to Evaluate for Improvement and Accountability* (Guilford Publications, 2017).

which argues that teacher agency and contextual responsiveness are fundamental to successful curricular change.¹¹⁷

Teachers at MAN Palopo were found to attend workshops and engage in peer discussions. However, Teacher 2 expressed the need for more hands-on, practical training, which reveals a gap between theoretical exposure and real classroom application. It supports the argument by Wilfried Admiraal et al., who emphasize that professional development should include opportunities for modeling, practice, and coaching to result in effective instructional change.¹¹⁸ Without this, teachers may revert to traditional methods despite understanding new curricular frameworks.¹¹⁹

In terms of teaching resources, teachers used various digital tools to support student engagement, including Kahoot, Quizizz, and YouTube videos. It demonstrates a commitment to integrating 21st-century skills and leveraging technology to create interactive learning experiences. This practice aligns with the theory of technological pedagogical content knowledge (TPACK), which emphasizes the interplay between technology, pedagogy, and content as a foundation for effective teaching in modern classrooms.¹²⁰ Nevertheless, the study

¹¹⁷ Jefri Setyawan et al., "Integration of Multiple Intelligence Theory in Curriculum Implementation for Developing Student Potential in Indonesia," *Mimbar Sekolah Dasar* 11, no. 1 (2024): 137–49, <https://doi.org/10.53400/mimbar-sd.v11i1.68906>.

¹¹⁸ Wilfried Admiraal et al., "Schools as Professional Learning Communities: What Can Schools Do to Support Professional Development of Their Teachers?," *Professional Development in Education* 47, no. 4 (2021): 684–98, <https://doi.org/10.1080/19415257.2019.1665573>.

¹¹⁹ Daniel J. Madigan and Lisa E. Kim, *Does Teacher Burnout Affect Students? A Systematic Review of Its Association with Academic Achievement and Student-Reported Outcomes*, *International Journal of Educational Research*, vol. 105, 2020.

¹²⁰ Joseline M. Santos and Rowell D.R. Castro, "Technological Pedagogical Content Knowledge (TPACK) in Action: Application of Learning in the Classroom by Pre-Service Teachers (PST)," *Social Sciences and Humanities Open* 3, no. 1 (2021): 1–8, <https://doi.org/10.1016/j.ssaho.2021.100110>.

also revealed digital inequalities, as some students lacked stable internet access or devices at home. This situation echoes relevant research, which warns that unequal access to technological resources can lead to disparities in learning outcomes.¹²¹ Therefore, while digital tools were effectively used, systemic barriers to equitable access remain unresolved.

In addition, the findings regarding unequal distribution of Wi-Fi access and limited student ownership of digital devices highlight a significant challenge in implementing the *Merdeka* Curriculum. Although the curriculum strongly emphasizes technology integration to promote interactive and student-centered learning, the absence of reliable infrastructure restricts teachers' ability to maximize digital resources. It aligns with Nur 'Azah et al., who emphasized that infrastructure and access to technology are essential prerequisites for realizing the full potential of the *Merdeka* Curriculum.¹²² Without adequate internet access across all classrooms, English teachers are unable to consistently apply digital platforms such as interactive quizzes, video-based learning, or collaborative online projects.

Furthermore, the disparity in students' access to laptops and electronic devices illustrates how socio-economic conditions directly affect curriculum implementation. Some students are able to benefit from digital learning opportunities, while others are left behind, creating inequities in learning

¹²¹ Sri Mulyani Indrawati and Ari Kuncoro, "Improving Competitiveness Through Vocational and Higher Education: Indonesia's Vision for Human Capital Development in 2019–2024," *Bulletin of Indonesian Economic Studies* 57, no. 1 (2021): 29–59, <https://doi.org/10.1080/00074918.2021.1909692>.

¹²² Nur 'Azah et al., "Management Challenges in Implementing the *Merdeka* Curriculum," *Al-Hayat: Journal of Islamic Education* 8, no. 3 (2024): 1051–71, <https://doi.org/10.35723/ajie.v8i3.711>.

experiences. It resonates with Vygotsky's sociocultural theory, which underlines the importance of access to appropriate tools in the learning process.¹²³ In the context of the *Merdeka* Curriculum, digital tools serve not only as learning media but also as mediational means for collaboration, creativity, and critical thinking. Therefore, addressing infrastructural and economic barriers is crucial, as successful curriculum reform requires not only pedagogical readiness but also equitable access to resources for both teachers and students.

Institutional support was observed in the existence of a School Operational Curriculum (KOSP) and teacher coordination meetings. These structures reflect what Fullan describes as a "collaborative culture," a key factor in sustainable educational reform.¹²⁴ Teachers collaborated to align assessments, share teaching materials, and reflect on classroom challenges. However, not all subject teams experienced the same level of institutional support, and some constraints, such as administrative overload, limited the full realization of curricular innovation. This inconsistency indicates a need for a more robust support system, aligning with the related research view that systemic backing and policy clarity are essential for teachers to apply new curricula with fidelity.¹²⁵

The teachers' efforts to contextualize materials and learning objectives were also evident. These efforts resonate with sociocultural theory, which

¹²³ James P. Lantolf and Matthew E. Poehner, "Sociocultural Theory and Classroom Second Language Learning in the East Asian Context: Introduction to the Special Issue," *The Modern Language Journal* 107, no. 1 (2023): 3–32, <https://doi.org/10.1111/modl.12816>.

¹²⁴ Michael Fullan, *Teacher Development and Educational Change* (Routledge, 2014), <https://www.google.com/books?hl=id&lr=&id=YxGTCwAAQBAJ>.

¹²⁵ Abdul Hadi et al., "New Paradigm of Merdeka Belajar Curriculum in Schools," *AL-ISHLAH: Jurnal Pendidikan* 15, no. 2 (2023): 1497–1510, <https://doi.org/10.35445/alishlah.v15i2.3126>.

highlights the importance of aligning instruction with learners' cultural backgrounds and developmental levels.¹²⁶ Teacher-made adjustments to materials ensured that content was accessible, meaningful, and responsive to the students' lived experiences. However, the absence of structured institutional mechanisms such as regular input audits or needs assessments limits the school's ability to address barriers and adapt over time systematically.

In conclusion, the input evaluation at MAN Palopo illustrates a strong foundation of teacher initiative and contextual responsiveness in implementing the *Merdeka* Curriculum. Yet, several systemic gaps persist, especially regarding infrastructure, training practicality, and policy support. The findings reinforce the importance of integrating the principles of teacher-centered professional development, equitable resource access, and institutional leadership, core elements supported by curriculum and implementation theories. Strengthening these input elements will be essential to ensure that the *Merdeka* Curriculum achieves its transformative goals in the classroom.

However, not all findings from the field were aligned with the theoretical foundations. For instance, while the CIPP model emphasizes the importance of ensuring that all necessary inputs, such as resources, training, and institutional systems, are in place before program execution¹²⁷, the data revealed that MAN Palopo did not consistently conduct needs assessments or input mapping before implementing the *Merdeka* Curriculum. There were no formal systems in place to

¹²⁶ David Tzuriel, "The Socio-Cultural Theory of Vygotsky," in *Mediated Learning and Cognitive Modifiability*, ed. David Tzuriel (Cham: Springer International Publishing, 2021), 53–66, https://doi.org/10.1007/978-3-030-75692-5_3.

¹²⁷ Daniel L. Stufflebeam and Anthony J. Shinkfield, *The CIPP Evaluation Model: How to Evaluate for Improvement and Accountability* (Guilford Publications, 2017).

evaluate whether the infrastructure, teaching materials, or student technology access levels were sufficient to meet the demands of the new curriculum. This gap suggests a disconnect between theory and practice, as the foundation of the input evaluation phase rests on pre-implementation readiness, not on reactive adjustments.

Furthermore, while the TPACK framework promotes balanced integration between technology, pedagogy, and content¹²⁸, the observations at MAN Palopo showed that technology use, although present, was often driven more by teacher creativity than by strategic or planned integration. Some lessons made effective use of online quizzes or videos, but these tools were not embedded within a broader, technology-integrated curriculum design. This partial or incidental use of technology diverges from the theoretical expectation that technology should be purposefully designed to enhance specific pedagogical goals.

The principle of differentiated instruction, as advanced by Tomlinson, also appeared inconsistently implemented. While teachers reported offering remedial tasks and extension activities for different levels of learners, no clear structure or documentation indicated planned differentiation based on diagnostic assessments or learner profiles. In theory, differentiated instruction should be a proactive and planned approach, not a reactive one.¹²⁹ The findings suggest that differentiation

¹²⁸ Joseline M. Santos and Rowell D.R. Castro, "Technological Pedagogical Content Knowledge (TPACK) in Action: Application of Learning in the Classroom by Pre-Service Teachers (PST)," *Social Sciences and Humanities Open* 3, no. 1 (2021): 1–8, <https://doi.org/10.1016/j.ssaho.2021.100110>.

¹²⁹ Carol Ann Tomlinson, "Differentiated Instruction," in *Fundamentals of Gifted Education: Considering Multiple Perspectives*, 2nd ed. (Routledge, 2017), 14, <https://doi.org/10.4324/9781315639987>.

was largely informal and teacher-dependent, which contradicts the systematic differentiation model.

Another point of divergence lies in the implementation of collaborative institutional support. Fullan emphasizes that educational change is most successful when leadership provides consistent, systemic, and empowering support for teachers.¹³⁰ However, at MAN Palopo, although teacher collaboration occurred, it was mostly driven by individual initiative rather than institutional mandates. Not all departments or teacher groups were equally supported with time, facilitation, or clear policy guidance. It suggests that the implementation of institutional support, while present, lacks the consistency and depth described in Fullan's change theory.

Finally, while the *Merdeka* Curriculum promotes teacher flexibility and student-centeredness, its effective implementation requires more than just teacher autonomy; it demands system-level coherence and shared vision. The findings indicate that such coherence is still in progress at MAN Palopo, as input structures such as resource allocation, cross-departmental alignment, and leadership monitoring are yet to be fully developed. This incomplete alignment challenges the curriculum's foundational assumption that local schools are ready to implement autonomy-driven reforms.

3. Process Evaluation

The process evaluation examined how the *Merdeka* Curriculum was implemented in practice, particularly in terms of instructional strategies, student

¹³⁰ Michael Fullan, "System Change in Education," *American Journal of Educational Research* 126, no. 4 (2020): 653–63.

engagement, learning activities, assessment practices, and teacher collaboration. According to the CIPP model, process evaluation focuses on the quality and fidelity of implementation and requires ongoing monitoring and reflection to ensure alignment with program goals.¹³¹ At MAN Palopo, the findings revealed that teachers adopted a variety of student-centered strategies such as cooperative learning, real-world tasks, and the integration of multimedia. These efforts show a significant alignment with constructivist learning theory, which posits that students learn best through active, meaningful engagement with content.¹³²¹³³

Teachers encouraged students to design announcements, write invitations, and retell folktales, activities that not only reflect the principles of experiential learning but also align with the *Merdeka* Curriculum's emphasis on contextual and authentic learning.¹³⁴ It was supported by classroom observations and student interviews that highlighted increased participation and enthusiasm when learners were given meaningful tasks. Furthermore, the use of group work and collaborative tasks demonstrated the application of social constructivism, where knowledge is co-constructed through interaction.

¹³¹ D. L. Stufflebeam and G Zhang, *The CIPP Evaluation Model: How to Evaluate for Improvement and Accountability* (Guilford Publications, 2017), <https://books.google.co.id/books?id=Y1LgDQAAQBAJ>.

¹³² Joseph Zajda, "Constructivist Learning Theory and Creating Effective Learning Environments," in *Globalisation and Education Reforms: Creating Effective Learning Environments*, ed. Joseph Zajda (Cham: Springer International Publishing, 2021), 35–50, https://doi.org/10.1007/978-3-030-71575-5_3.

¹³³ Sigit Wibowo, Muhammad Nur Wangid, and Fery Muhamad Firdaus, "The Relevance of Vygotsky's Constructivism Learning Theory with the Differentiated Learning Primary Schools," *Journal of Education and Learning* 19, no. 1 (2025): 431–40, <https://doi.org/10.11591/edulearn.v19i1.21197>.

¹³⁴ David A Kolb, *Experiential Learning: Experience as the Source of Learning and Development* (FT Press, 2014), http://carleton-wp-production.s3.amazonaws.com/uploads/sites/313/2022/12/Experiential_Learning_Experience_As_The_Source_Of_-1.pdf.

In terms of assessment, teachers implemented various forms of formative assessment such as quizzes, discussions, and journal reflections. These practices align with the concept of assessment for learning, where assessment is used to inform teaching and support student progress rather than merely to assign grades.¹³⁵ The use of online tools like Kahoot and Quizizz also suggests partial implementation of the TPACK framework, which highlights the integration of technology, pedagogy, and content as essential to 21st-century instruction.¹³⁶

However, some tensions between theory and practice were identified. For example, while formative assessment was frequent, several students reported feeling overwhelmed by the number of quizzes and reflective tasks, indicating a lack of strategic planning in the pacing and scaffolding of assessments. In theory, formative assessments should be low-stakes, well-paced, and used diagnostically, not excessively. Without proper alignment to learning objectives and student workload, even well-intentioned assessments can create unnecessary cognitive load.¹³⁷

Another issue is related to differentiated instruction. While some efforts were made to accommodate student differences, such as giving advanced students extra challenges and offering remedial support to struggling learners, these

¹³⁵ Lonneke H. Schellekens et al., "A Scoping Review on the Notions of Assessment as Learning (AaL), Assessment for Learning (AfL), and Assessment of Learning (AoL)," *Studies in Educational Evaluation* 71, no. October (2021): 1–15, <https://doi.org/10.1016/j.stueduc.2021.101094>.

¹³⁶ Jun-Jie Tseng et al., "A Critical Review of Research on Technological Pedagogical and Content Knowledge (TPACK) in Language Teaching," *Computer Assisted Language Learning* 35, no. 4 (May 4, 2022): 948–71, <https://doi.org/10.1080/09588221.2020.1868531>.

¹³⁷ Dharel P Acut, "From Classroom Learning to Real-World Skills: An Autoethnographic Account of School Field Trips and STEM Work Immersion Program Management," *Disciplinary and Interdisciplinary Science Education Research* 6, no. 1 (2024): 20, <https://doi.org/10.1186/s43031-024-00111-x>.

practices appeared to be informal and highly dependent on individual teacher discretion. Tomlinson emphasizes that differentiation should be proactive, systematic, and based on diagnostic data.¹³⁸ The findings at MAN Palopo suggest that while differentiation was attempted, it lacked the structured design and documentation necessary for equitable learning experiences across the classroom.

Technology use was another area of both strength and limitation. Teachers made creative use of digital tools to support listening, vocabulary practice, and assessment. However, integration of technology appeared to be additive rather than transformative. According to the related research, effective technology use in education should progress from substitution to redefinition.¹³⁹ At MAN Palopo, the digital tools supported existing practices rather than enabling entirely new learning experiences. Moreover, students' unequal access to devices and the internet also hindered the full realization of digital learning benefits, reinforcing concerns about equity raised in input evaluation.

Teacher collaboration was a notable strength. Teachers worked together to design lesson plans, reflect on strategies, and develop materials, indicating a professional learning community culture.¹⁴⁰ Such collaboration supports sustained instructional improvement and aligns with Fullan's emphasis on shared ownership

¹³⁸ Carol Ann Tomlinson, "Differentiated Instruction in Rural School Contexts," in *Gifted Education in Rural Schools: Developing Place-Based Interventions* (New York: Routledge, 2021), 12, <https://doi.org/10.4324/9781003017004>.

¹³⁹ Wing Hoi Cathy Shiu, "Conceptualising the Pedagogical Purposes of Technologies by Technological, Pedagogical Content Knowledge and Substitution, Augmentation, Modification and Redefinition in English as a Second Language Classrooms," *Education Sciences* 15, no. 4 (2025): 1–30, <https://doi.org/10.3390/educsci15040411>.

¹⁴⁰ Wilfried Admiraal et al., "Schools as Professional Learning Communities: What Can Schools Do to Support Professional Development of Their Teachers?," *Professional Development in Education* 47, no. 4 (2021): 684–98, <https://doi.org/10.1080/19415257.2019.1665573>.

of reform.¹⁴¹ Teachers also practiced individual reflection, adjusting their approaches based on classroom experiences, which resonates with Schön's reflective practitioner model.

Despite these promising practices, process monitoring systems were not consistently documented or institutionalized. The absence of structured reflection mechanisms, such as implementation logs or peer observation protocols, meant that quality assurance relied heavily on individual teacher initiative. It contrasts with Stufflebeam's emphasis on systematic process documentation as a means of formative program evaluation.¹⁴²

The process evaluation shows that the English teachers at MAN Palopo have made substantial efforts to implement the *Merdeka* Curriculum through active learning, student engagement, formative assessment, and reflective practice. These practices are broadly consistent with constructivist and learner-centered theories. However, areas such as differentiation, assessment pacing, technological integration, and monitoring require more intentional design and institutional support. Bridging the gap between theory and daily classroom realities will require capacity building, structured implementation tools, and equitable infrastructure to ensure that curriculum implementation is not only innovative but also inclusive and sustainable.

¹⁴¹ Michael Fullan, "System Change in Education," *American Journal of Educational Research* 126, no. 4 (2020): 653–63.

¹⁴² D. L. Stufflebeam and G Zhang, *The CIPP Evaluation Model: How to Evaluate for Improvement and Accountability* (Guilford Publications, 2017), <https://books.google.co.id/books?id=Y1LgDQAAQBAJ>.

4. Product Evaluation

The product evaluation in this study focuses on the outcomes resulting from the implementation of the *Merdeka* Curriculum at MAN Palopo, especially in the context of English language learning. It includes not only students' academic achievement but also their development of 21st-century competencies, character values, and autonomy, which are central goals of the *Merdeka* Curriculum. According to Stufflebeam's CIPP model, product evaluation assesses the extent to which the program's intended objectives have been realized and whether the observed outcomes reflect meaningful and sustainable improvements.¹⁴³

Findings from classroom observations and student project outputs showed that students demonstrated improved skills in writing, speaking, and comprehension. Writing samples from P5 projects revealed a broader vocabulary, more organized structures, and greater clarity of ideas compared to earlier works. These outcomes align with the competency-based curriculum (CBC) model, which focuses on mastering specific skill sets through performance tasks rather than rote knowledge.¹⁴⁴ The design of learning experiences at MAN Palopo, including real-life writing tasks and presentations, supports the curriculum's shift from content transmission to competency development.

¹⁴³ D. L. Stufflebeam and G Zhang, *The CIPP Evaluation Model: How to Evaluate for Improvement and Accountability* (Guilford Publications, 2017), <https://books.google.co.id/books?id=Y1LgDQAAQBAJ>.

¹⁴⁴ Albert Tarmo and Aurelia Kimaro, "The Teacher Education Curriculum and Its Competency-based Education Attributes," *The Journal of Competency-Based Education* 6, no. 3 (2021): 1–11, <https://doi.org/10.1002/cbe2.1255>.

Moreover, students' involvement in project-based learning activities nurtured their independence, critical thinking, and collaboration. The integration of P5 themes such as environmental awareness and social care is consistent with the goals of character education and the Pancasila Student Profile, which emphasize values like responsibility, cooperation, and civic engagement. Dewey's theory of experiential education reinforces this finding, stating that students learn most effectively when they engage in meaningful, real-world activities.¹⁴⁵ Student reflection journals and presentations further supported this, as they revealed students' ability to connect classroom learning with social issues in their communities.

However, despite these promising outcomes, several findings suggest that the actual results of implementation may not fully match the theoretical ideals. One notable limitation is the variation in student performance and engagement across different groups. While some students thrived in group projects and displayed increased confidence, others remained passive or struggled to complete tasks, particularly those with limited language proficiency or digital access. It highlights the gap between the ideal of equitable learning outcomes in CBC and the practical challenge of ensuring consistent growth for all learners. Without structured support systems like differentiated scaffolding or targeted remediation, learning disparities may persist.

Additionally, while P5 projects were successful in cultivating soft skills, their integration with English learning objectives was not always explicit or

¹⁴⁵ John Dewey, *Experience and Education* (Kappa Delta Pi, 1938).

measurable. Some project themes, although meaningful, focused more on affective development than on language competencies, raising questions about alignment with academic standards. This concern echoes the relevant research view that curriculum outcomes must be both observable and assessable to ensure that program goals are not diluted.¹⁴⁶ The lack of clear rubrics or standard assessment tools for evaluating language outcomes in project-based contexts limited the ability to quantify learning progress accurately.

Another challenge pertains to sustainability and the depth of outcomes. While product evidence showed short-term improvements, there was limited follow-up or tracking of long-term skill development. According to the theory of deep learning, lasting educational change must be supported by continuous feedback, reflection, and integration across learning domains.¹⁴⁷ At MAN Palopo, such follow-up mechanisms were not consistently implemented. Without longitudinal tracking or portfolio-based assessment, it is difficult to determine whether the observed improvements represent enduring competencies or temporary performance gains.

Furthermore, although some students exhibited autonomy in project execution, others relied heavily on teacher guidance or group leaders. This inconsistency suggests partial realization of the self-directed learning principles embedded in the *Merdeka* Curriculum. Theory of andragogy emphasizes the

¹⁴⁶ Reffy Ananda Rizki and Lulu Fahkrunisa, "Evaluation of Implementation of Independent Curriculum," *Journal of Curriculum and Pedagogic Studies (JCPS)* 1, no. 4 (2022): 32–41, <https://e-journal.lp2m.uinjambi.ac.id/ojp/index.php/jcps>.

¹⁴⁷ Daniel A. Roberts, Sho Yaida, and Boris Hanin, *The Principles of Deep Learning Theory* (United State of America: Cambridge University Press, 2022).

importance of learner independence in modern education¹⁴⁸, yet this autonomy must be gradually developed through scaffolding and metacognitive awareness components that were not always systematically embedded in lesson planning.¹⁴⁹

The product evaluation shows that the implementation of the *Merdeka* Curriculum at MAN Palopo has produced several encouraging outcomes in language proficiency, soft skills, and student engagement. These outcomes align with theoretical expectations from competency-based learning, character education, and experiential learning. However, variations in student performance, lack of measurable academic outcomes in some projects, and limited long-term assessment strategies indicate gaps between theory and practice. To ensure that curriculum implementation translates into deep and equitable learning outcomes, more structured support, clearer assessment rubrics, and ongoing monitoring are essential. It will help sustain the progress made and fully realize the transformative goals of the *Merdeka* Curriculum.

The summary of this discussion is presented in the table below:

Table 4.2 Discussion Summary

CIPP Component	What does the theory say?	What was found in the field?	What is the difference?
Context	Curriculum must align with student needs and local context (Stufflebeam, 2003; Constructivist Theory).	Teachers acknowledged curriculum flexibility, but relied on centralized documents with	Theory expects contextual flexibility; practice shows centralized, uniform implementation.

¹⁴⁸ Svein Loeng, "Various Ways of Understanding the Concept of Andragogy," ed. Edith Omwami, *Cogent Education* 5, no. 1 (January 1, 2018): 1–15, <https://doi.org/10.1080/2331186X.2018.1496643>.

¹⁴⁹ Yuhaslina Yuhaslina et al., "Sociology Teachers' Opportunities and Challenges in Facing 'Merdeka Belajar' Curriculum in the Fourth Industrial Revolution (Industry 4.0)," *Society* 8, no. 2 (2020): 732–53, <https://doi.org/10.33019/society.v8i2.234>.

CIPP Component	What does the theory say?	What was found in the field?	What is the difference?
		limited local adaptation.	
Input	Successful implementation requires well-prepared teachers, sufficient resources, and practical training (Fullan, 2007).	Training focused on policy, not practice. Facilities existed but were underutilized. Support systems were limited.	There is a gap between ideal teacher support and actual implementation readiness.
Process	Learning should be student-centered with active learning and integrated formative assessment (Constructivism; Black & Wiliam, 1998).	Lectures were still dominant. Formative assessment was done, but not used systematically. Lesson plans often mismatch with real teaching.	Implementation is inconsistent with student-centered and reflective learning principles.
Product	Evaluation should include academic and non-academic outcomes such as soft skills and long-term impact (Stufflebeam; Outcome-Based Education).	Improvement was noted in collaboration and confidence, but academic outcomes varied. No systematic reflection or evaluation by teachers.	Evaluation is still output-based and not fully aligned with comprehensive product evaluation theory.

While offering meaningful insights into the implementation of the Merdeka Curriculum in English language teaching at MAN Palopo, this research encountered several limitations that may affect the depth and generalizability of the findings. First, among the four English teachers at MAN Palopo, only two agreed to participate in the study. As a result, the data collected represent only a portion of the perspectives and practices within the English department. This limited participation reduces the comprehensiveness of the findings, as it does not

capture the full range of instructional approaches or challenges experienced by all teachers and students involved in the curriculum implementation.

Second, the initial research focus was solely on process evaluation. However, due to the adoption of the CIPP evaluation model, which emphasizes a holistic approach encompassing context, input, process, and product, the study was redirected to address all four components. This shift required reframing the research instruments and analysis within a limited time, which may have affected the depth of evaluation in each component.

Third, during the period of data collection, teachers were heavily involved in preparing for the school's re-accreditation process. This institutional priority limited the availability of teachers for full and uninterrupted classroom observations. As a result, some observational data were incomplete or had to be supplemented by retrospective teacher explanations rather than direct classroom evidence.

Fourth, the document analysis, particularly the checklist-based data, relied primarily on teacher statements due to restrictions imposed during data access. Teachers did not permit the documentation of certain files or project outputs, which constrained the researcher's ability to verify claims through direct evidence. This reliance on self-reported data may introduce subjectivity and reduce the objectivity of document-based findings.

These limitations should be considered when interpreting the results of this study. Future research with broader teacher participation, uninterrupted observation periods, and unrestricted access to documentation may offer a more

comprehensive and validated understanding of the *Merdeka* Curriculum implementation in varied school contexts.

Among the four aspects of the CIPP evaluation model, the context aspect appeared to be the most suitable in ensuring the best implementation of the *Merdeka* Curriculum at MAN Palopo. The findings showed that the curriculum objectives were well aligned with the school's vision and mission, and both teachers and administrators demonstrated a positive perception toward the philosophy of learner autonomy and flexibility promoted by the curriculum. This alignment created a strong foundation that facilitated other aspects of implementation, even when resources and teaching strategies were not yet optimal.

Although limitations were found in the Input, Process, and Product aspects, the strength of the context provided a clear direction and motivation for teachers and students to adapt to the curriculum changes gradually. This result supports Stufflebeam's view that context evaluation is fundamental because it defines needs, problems, and opportunities, which then guide subsequent input, process, and product evaluations.¹⁵⁰ Therefore, in this study, the context aspect can be considered the most suitable and sustainable dimension for the best implementation of the *Merdeka* Curriculum.

¹⁵⁰ Daniel L. Stufflebeam and Anthony J. Shinkfield, *The CIPP Evaluation Model: How to Evaluate for Improvement and Accountability* (Guilford Publications, 2017).

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

Based on the data collected through interviews, observations, and document analysis, the context evaluation showed that the implementation of the *Merdeka* Curriculum was found to be partially aligned with the school's vision and students' characteristics. English teachers made efforts to adapt learning objectives and materials to students' needs and local context, which supports the learner-centered philosophy of the curriculum. However, the absence of formal needs assessments and situational analyses limited the school's ability to plan and monitor context-responsive strategies systematically.

In the input evaluation, the findings revealed that teachers demonstrated autonomy and initiative by participating in professional development and integrating digital tools into their teaching. Nevertheless, several limitations were identified, including insufficient practical training, inequitable access to digital infrastructure, and the lack of institutional mechanisms for evaluating resource adequacy. These gaps hindered the optimal preparation and support needed for effective curriculum implementation.

The process evaluation showed that teaching practices generally reflected the principles of active, student-centered learning. Teachers employed group activities, real-world tasks, and formative assessments to engage students and promote deeper learning. However, issues such as uneven differentiation, unstructured use of technology, and the absence of consistent process monitoring

tools pointed to a partial realization of theoretical best practices in classroom instruction.

Product evaluation showed that the curriculum implementation resulted in several positive outcomes, including improved student performance in writing and speaking, enhanced collaboration, and increased student engagement. P5 projects contributed to character building and contextual learning. Nonetheless, the variability in student performance, limited integration of English learning outcomes in project assessments, and the lack of long-term monitoring mechanisms revealed the need for more robust evaluation and feedback systems to sustain and scale these achievements.

Overall, while the implementation of the *Merdeka* Curriculum in English teaching at MAN Palopo demonstrates several promising practices aligned with the curriculum's philosophy, it also presents critical areas for improvement. Strengthening institutional support, ensuring equitable access to learning resources, enhancing assessment strategies, and embedding structured reflection and evaluation mechanisms are essential steps to ensure the sustainability and impact of the curriculum in achieving its transformative goals.

B. *Suggestions*

Based on the findings and conclusions of this study, several suggestions can be offered to various stakeholders involved in curriculum development, school management, and classroom instruction.

1. For Teacher

English teachers are encouraged to continuously improve their competence through professional development programs and self-directed learning. In addition to formal workshops, teachers can explore open resources, such as online workshops and tutorials on YouTube, to broaden their insights. It is also important that teachers begin to familiarize themselves with concepts related to the next curriculum orientation, such as deep learning, so they are better prepared to integrate advanced learning approaches in English teaching.

2. For Schools

Schools should enhance institutional support by upgrading facilities, especially internet access across the school, to ensure the effective use of digital tools. If possible, providing laptops or other digital devices for students would significantly help teachers maximize digital-based learning. Furthermore, schools should prepare long-term strategies to anticipate the possible shift towards deep learning approaches, ensuring teachers and students are equipped to adapt.

3. For Government

The government, through the Ministry of Education and local education offices, should design more practical, continuous, and subject-specific workshops on the *Merdeka* Curriculum. Beyond that, policy directions should also begin to gradually introduce training related to deep learning approaches, so teachers are ready for upcoming curriculum transformations. Moreover, equitable access to digital infrastructure and resources should be prioritized to minimize gaps in implementation.

4. For Parents

Parents are encouraged to take a more active role in their children's learning process by maintaining regular communication with teachers and providing a supportive home environment. Additionally, voluntary contributions from parents could be considered as a collaborative effort to support the procurement of learning facilities in schools, thus helping students to study in a more comfortable and resourceful environment. Parents' awareness of the changing demands of education, including the shift toward deep learning, is also necessary to better support their children's future learning.

5. For Future Researchers

Future researchers are advised to expand the scope of the study by involving more participants across different schools or regions to obtain more generalizable results. It would also be valuable to conduct longitudinal studies to track the long-term effects of the implementation of the *Merdeka* Curriculum. Moreover, further studies may specifically investigate the integration of deep learning approaches into English teaching, providing new insights for the development of future curricula.

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A P P E N D I C E S

Appendix I: Instrumen Paduan Observasi

PADUAN OBSERVASI EVALUASI GURU BAHASA INGGRIS

A. Informasi Umum

Nama Guru :

Sekolah :

Kelas yang Diajarkan :

Tanggal Observasi :

Pengamat :

B. Lembar Observasi

Indikator: Perencanaan dan Pengembangan Kurikulum

No	Sub Indikator	No	Kriteria	Checklist (√)		Catatan
				Ya	Tidak	
1	Perancangan Kurikulum Operasional Satuan Pendidikan	1	Kurikulum disesuaikan dengan kondisi dan kebutuhan satuan pendidikan.			
		2	Kurikulum berdasarkan analisis karakteristik satuan pendidikan.			
2	Perancangan Alur Tujuan Pembelajaran	1	Alur tujuan pembelajaran sesuai dengan kebutuhan peserta didik.			
		2	Alur tujuan pembelajaran dikembangkan secara mandiri atau dimodifikasi dari contoh yang disediakan.			
3	Perencanaan Pembelajaran dan Asesmen	1	Rencana pembelajaran jelas dan terstruktur.			
		2	Asesmen direncanakan			

No	Sub Indikator	No	Kriteria	Checklist (√)		Catatan
			sesuai dengan tujuan pembelajaran.			
4	Penggunaan dan Pengembangan Perangkat Ajar	1	Perangkat ajar disesuaikan dengan konteks lokal dan kebutuhan peserta didik.			
		2	Guru memodifikasi perangkat ajar sesuai kebutuhan.			
5	Perencanaan Proyek Penguatan Profil Pelajar Pancasila	1	Projek direncanakan dengan melibatkan pendapat dan ide-ide peserta didik.			
		2	Projek sesuai dengan konteks lokal, kebutuhan, dan minat peserta didik.			

Indikator: Pelaksanaan Pembelajaran

No	Indikator	No	Sub Indikator	Checklist (√)		Catatan
				Ya	Tidak	
1	Implementasi Proyek Penguatan Profil Pelajar Pancasila	1	Projek berorientasi pada pemahaman konsep dan penyelesaian masalah.			
		2	Projek dilaksanakan dengan jumlah yang sesuai dengan anjuran.			
2	Penerapan Pembelajaran yang Berpusat pada Peserta Didik	1	Metode pengajaran bervariasi dan berpusat pada peserta didik.			
		2	Guru memberikan kesempatan untuk siswa belajar mandiri.			

No	Indikator	No	Sub Indikator	Checklist (√)		Catatan
3	Keterpaduan Penilaian dalam Pembelajaran	1	Asesmen formatif dilakukan pada awal dan selama proses pembelajaran.			
		2	Hasil asesmen digunakan untuk merancang pembelajaran berikutnya.			
4	Pembelajaran Sesuai Tahap Belajar Peserta Didik	1	Pembelajaran disesuaikan dengan tahap belajar masing-masing siswa.			
		2	Program tambahan diselenggarakan untuk siswa yang membutuhkan.			

Indikator: Kolaborasi

No	Indikator	No	Sub Indikator	Checklist (√)		Catatan
				Ya	Tidak	
1	Kolaborasi dengan Guru Lain	1	Guru berkolaborasi dengan rekan sejawat dalam perencanaan dan pelaksanaan pembelajaran.			
		2	Kolaborasi dilakukan secara rutin dan berdampak pada kualitas pembelajaran.			
2	Kolaborasi dengan Orang Tua/Keluarga	1	Guru melibatkan orang tua dalam proses belajar siswa.			
		2	Komunikasi dengan orang tua dilakukan secara berkala dan melibatkan dialog dua arah.			
3	Kolaborasi dengan	1	Guru melibatkan masyarakat atau			

No	Indikator	No	Sub Indikator	Checklist (√)		Catatan
	Masyarakat/ Komunitas/ Industri		komunitas dalam pembelajaran.			
		2	Program kolaboratif dengan industri atau komunitas setempat terlaksana dengan baik.			

Indikator: Refleksi dan Evaluasi

No	Indikator	No	Sub Indikator	Checklist (√)		Catatan
				Ya	Tidak	
1	Refleksi dan Evaluasi Implementasi Kurikulum	1	Guru melakukan refleksi dan evaluasi terhadap implementasi kurikulum.			
		2	Hasil refleksi dan evaluasi digunakan untuk perbaikan pembelajaran.			
2	Pengembangan Profesional	1	Guru terlibat dalam kegiatan pengembangan profesional.			
		2	Kegiatan pengembangan profesional membantu dalam implementasi Kurikulum Merdeka.			

C. Catatan dan Komentar

1. Kekuatan

--

2. Kelemahan

3. Rekomendasi

Appendix II: Instrumen Pedoman Wawancara

PEDOMAN WAWANCARA EVALUASI GURU BAHASA INGGRIS

A. Informasi Umum

Nama Guru :

Sekolah :

Kelas yang Diajarkan :

Tanggal Wawancara :

Wawancara oleh :

B. Pertanyaan Wawancara

Indikator	No	Sub Indikator	No	Pertanyaan
Perencanaan dan Pengembangan Kurikulum	1	Perancangan Kurikulum Operasional Satuan Pendidikan	1	Bagaimana Anda menyesuaikan kurikulum operasional satuan pendidikan yang disediakan oleh Kemendikbudristek?
			2	Apakah Anda melakukan modifikasi berdasarkan analisis karakteristik satuan pendidikan Anda?
	2	Perancangan Alur Tujuan Pembelajaran	1	Bagaimana Anda mengembangkan alur tujuan pembelajaran sesuai kebutuhan peserta didik?
			2	Apakah Anda mengembangkan alur tujuan pembelajaran secara mandiri atau menggunakan contoh dari Kemendikbudristek?
	3	Perencanaan Pembelajaran dan Asesmen	1	Bagaimana Anda merencanakan pembelajaran dan asesmen?
			2	Apakah Anda melakukan penyesuaian terhadap contoh yang disediakan oleh Kemendikbudristek

Indikator	No	Sub Indikator	No	Pertanyaan
	4	Penggunaan dan Pengembangan Perangkat Ajar		berdasarkan kebutuhan peserta didik?
			1	Bagaimana Anda memilih dan mengembangkan perangkat ajar yang digunakan dalam pembelajaran?
	5	Perencanaan Projek Penguatan Profil Pelajar Pancasila	2	Apakah Anda memodifikasi perangkat ajar sesuai dengan konteks lokal dan kebutuhan peserta didik?
			1	Bagaimana Anda merencanakan projek penguatan profil pelajar Pancasila?
	1	Implementasi Projek Penguatan Profil Pelajar Pancasila	2	Apakah Anda melibatkan pendapat dan ide-ide peserta didik dalam perencanaan projek?
			1	Bagaimana Anda melaksanakan projek penguatan profil pelajar Pancasila?
Pelaksanaan Pembelajaran	2	Penerapan Pembelajaran yang Berpusat pada Peserta Didik	2	Apakah projek berorientasi pada pemahaman konsep dan penyelesaian masalah?
			1	Metode pengajaran apa saja yang Anda gunakan untuk memastikan pembelajaran berpusat pada peserta didik?
	3	Keterpaduan Penilaian dalam Pembelajaran	2	Bagaimana Anda memberikan kesempatan kepada siswa untuk belajar mandiri?
			1	Bagaimana Anda melakukan asesmen formatif selama proses pembelajaran?
			2	Bagaimana hasil asesmen digunakan

Indikator	No	Sub Indikator	No	Pertanyaan
	4	Pembelajaran Sesuai Tahap Belajar Peserta Didik		untuk merancang pembelajaran berikutnya?
			1	Bagaimana Anda memastikan bahwa setiap siswa belajar sesuai dengan tahap belajarnya?
			2	Apakah Anda menyelenggarakan program tambahan untuk siswa yang membutuhkan?
Kolaborasi	1	Kolaborasi dengan Guru Lain	1	Bagaimana Anda berkolaborasi dengan rekan sejawat dalam perencanaan dan pelaksanaan pembelajaran?
			2	Bagaimana kolaborasi tersebut mempengaruhi kualitas pembelajaran?
	2	Kolaborasi dengan Orang Tua/Keluarga	1	Bagaimana Anda melibatkan orang tua dalam proses belajar siswa?
			2	Bagaimana komunikasi dengan orang tua dilakukan dan apa saja yang dibahas?
	3	Kolaborasi dengan Masyarakat/Komunitas/Industri	1	Bagaimana Anda melibatkan masyarakat atau komunitas dalam pembelajaran?
			2	Apakah ada program kolaboratif yang melibatkan industri atau komunitas setempat?
Refleksi dan Evaluasi	1	Refleksi dan Evaluasi Implementasi Kurikulum	1	Bagaimana Anda melakukan refleksi dan evaluasi terhadap implementasi kurikulum?
			2	Bagaimana hasil refleksi dan evaluasi tersebut digunakan untuk perbaikan pembelajaran?

Indikator	No	Sub Indikator	No	Pertanyaan
	2	Pengembangan Profesional	1	Apakah Anda terlibat dalam kegiatan pengembangan profesional?
			2	Bagaimana kegiatan tersebut membantu Anda dalam mengimplementasikan Kurikulum Merdeka?

PEDOMAN WAWANCARA EVALUASI SISWA TERHADAP GURU BAHASA INGGRIS

A. Informasi Umum

Nama Siswa :

Kelas :

Sekolah :

Tanggal Wawancara :

Wawancara oleh :

B. Pertanyaan Wawancara

Indikator	No	Sub Indikator	No	Pertanyaan
Pengalaman Pembelajaran	1	Metode Pengajaran	1	Bagaimana cara guru Bahasa Inggris mengajar di kelas?
			2	Apakah guru menggunakan berbagai metode pengajaran (seperti diskusi, kerja kelompok, proyek, dll.)?
			3	Metode pengajaran apa yang paling kamu sukai dan mengapa?
	2	Keterlibatan dalam Pembelajaran	1	Apakah kamu merasa terlibat dan aktif dalam pembelajaran Bahasa Inggris?
			2	Apakah guru memberikan kesempatan kepada siswa untuk berpartisipasi dan menyampaikan pendapat?
	3	Penggunaan Media dan Teknologi	1	Apakah guru menggunakan media dan teknologi dalam pembelajaran Bahasa Inggris (misalnya, video, audio, aplikasi)?
			2	Bagaimana penggunaan media dan teknologi tersebut membantu kamu dalam belajar?
Asesmen dan Umpan Balik	1	Asesmen Formatif	1	Apakah guru sering memberikan tugas, kuis, atau tes kecil untuk mengevaluasi pemahamanmu?
			2	Bagaimana menurutmu mengenai frekuensi dan jenis asesmen yang diberikan oleh guru?
	2	Umpan Balik	1	Apakah kamu sering menerima umpan balik dari guru tentang hasil tugas atau tes?
			2	Bagaimana umpan balik dari guru membantu kamu memperbaiki atau meningkatkan belajar Bahasa Inggris?
	3	Projek Penguatan	1	Apakah kamu pernah terlibat dalam

Indikator	No	Sub Indikator	No	Pertanyaan
Interaksi dan Dukungan Guru		Profil Pelajar Pancasila		projek yang berkaitan dengan profil pelajar Pancasila dalam pelajaran Bahasa Inggris?
			2	Bagaimana projek tersebut membantu kamu memahami nilai-nilai Pancasila?
	1	Interaksi dengan Guru	1	Bagaimana cara guru berinteraksi dengan siswa di kelas?
			2	Apakah kamu merasa nyaman untuk bertanya atau berdiskusi dengan guru?
Refleksi dan Evaluasi Pembelajaran	2	Dukungan dalam Pembelajaran	1	Apakah guru memberikan dukungan ketika kamu mengalami kesulitan dalam belajar Bahasa Inggris?
			2	Apakah guru memberikan bimbingan atau saran yang membantu kamu dalam belajar?
	1	Refleksi Pembelajaran	1	Apakah guru pernah mengajak siswa untuk merefleksikan proses belajar yang telah dilakukan?
			2	Bagaimana cara guru meminta masukan atau pendapat dari siswa tentang pembelajaran yang telah berlangsung?
Kolaborasi dengan Orang Tua/Keluarga dan Masyarakat	2	Evaluasi Pembelajaran	1	Apakah guru meminta pendapat siswa tentang cara mengajar dan bahan ajar yang digunakan?
			2	Apakah pendapat dan masukan dari siswa dipertimbangkan dalam pembelajaran berikutnya?
	1	Kolaborasi dengan Orang Tua/Keluarga	1	Apakah orang tua kamu pernah diundang untuk berpartisipasi atau berkolaborasi dalam kegiatan belajar di kelas?
			2	Bagaimana komunikasi antara guru dengan orang tua mengenai kemajuan belajarmu?
	2	Kolaborasi dengan Masyarakat/Komunitas	1	Apakah kamu pernah terlibat dalam kegiatan belajar yang melibatkan masyarakat atau komunitas?
			2	Bagaimana pengalamanmu dalam kegiatan tersebut?

Appendix III: Instrumen Analisis Dokumen

DOCUMENT CHECKLIST EVALUASI GURU BAHASA INGGRIS

A. Informasi Umum

Nama Guru :

Sekolah :

Kelas yang Diajarkan :

Tanggal Evaluasi :

Evaluator :

B. Perencanaan Pembelajaran

No	Identifikasi Dokumen	Kriteria	Checklist (√)	
			Ya	Tidak
1	Modul Ajar	Modul Ajar disusun sesuai dengan kurikulum operasional satuan pendidikan.		
		Modul Ajar mencakup tujuan pembelajaran yang jelas.		
		Modul Ajar menyertakan metode pembelajaran yang bervariasi dan berpusat pada peserta didik.		
		Modul Ajar menyertakan asesmen formatif dan sumatif yang relevan.		
		Modul Ajar disesuaikan dengan kebutuhan dan konteks lokal peserta didik		
2	Alur Tujuan Pembelajaran	ATP mencerminkan kurikulum operasional satuan pendidikan.		
		ATP mencakup alur tujuan pembelajaran yang terstruktur.		
		ATP disusun berdasarkan analisis kebutuhan peserta didik.		
3	Perangkat Ajar	Perangkat ajar mencakup buku teks, modul ajar, dan bahan ajar lainnya.		
		Perangkat ajar disesuaikan dengan konteks lokal dan kebutuhan peserta didik.		
		Perangkat ajar mencakup sumber tambahan untuk pengayaan.		
4	Projek Penguatan Profil Pelajar Pancasila	Dokumen proyek mencerminkan nilai-nilai Pancasila.		
		Projek direncanakan dengan melibatkan pendapat dan ide-ide peserta didik.		
		Projek disesuaikan dengan konteks lokal, kebutuhan, dan minat peserta didik.		

C. Asesmen dan Umpan Balik

No	Identifikasi Dokumen	Kriteria	Checklist (√)	
			Ya	Tidak
1	Instrumen Asesmen	Instrumen asesmen mencakup tes, kuis, dan tugas yang relevan.		
		Instrumen asesmen disesuaikan dengan tujuan pembelajaran.		
		Instrumen asesmen mencakup asesmen formatif dan sumatif.		
2	Hasil Asesmen	Hasil asesmen digunakan untuk mengidentifikasi kebutuhan belajar peserta didik.		
		Hasil asesmen digunakan untuk merancang pembelajaran berikutnya.		
		Hasil asesmen disampaikan kepada peserta didik dengan umpan balik konstruktif.		
3	Umpan Balik	Umpan balik diberikan secara teratur dan jelas		
		Umpan balik mencakup aspek-aspek yang perlu diperbaiki dan yang sudah baik		
		Umpan balik digunakan untuk membantu peserta didik mencapai tujuan pembelajaran		

D. Refleksi dan Evaluasi

No	Identifikasi Dokumen	Kriteria	Checklist (√)	
			Ya	Tidak
1	Catatan Refleksi	Guru mencatat refleksi pribadi tentang proses pembelajaran.		
		Catatan refleksi mencakup pengalaman, tantangan, dan solusi yang diterapkan.		
		Refleksi dilakukan secara berkala dan sistematis.		
2	Evaluasi Pembelajaran	Evaluasi mencakup analisis data hasil belajar peserta didik.		
		Evaluasi dilakukan berdasarkan masukan dari peserta didik, orang tua, dan rekan sejawat.		
		Evaluasi digunakan untuk perbaikan dan pengembangan pembelajaran		
3	Dokumen Pengembangan Profesional	Dokumen mencakup bukti-bukti keterlibatan dalam kegiatan pengembangan profesional		
		Dokumen mencakup refleksi tentang dampak kegiatan pengembangan profesional terhadap praktik pembelajaran		

E. Kolaborasi

No	Identifikasi Dokumen	Kriteria	Checklist (√)	
			Ya	Tidak
1	Dokumen Kolaborasi dengan Guru Lain	Dokumen mencakup catatan pertemuan dan diskusi dengan rekan sejawat.		
		Dokumen mencakup rencana kolaboratif untuk pembelajaran.		
2	Dokumen Kolaborasi dengan Orang Tua/Keluarga	Dokumen mencakup komunikasi dengan orang tua tentang kemajuan belajar peserta didik.		
		Dokumen mencakup masukan dari orang tua tentang proses pembelajaran.		
3	Dokumen Kolaborasi dengan Masyarakat/Komunitas/Industri	Dokumen mencakup rencana dan pelaksanaan program kolaboratif dengan masyarakat/komunitas/industri		
		Dokumen mencakup bukti-bukti keterlibatan masyarakat/komunitas/industri dalam pembelajaran		

F. Catatan dan Komentar

1. Kekuatan

--

2. Kelemahan

3. Rekomendasi

Appendix IV: Lembar Validasi Instrumen



IAIN PALOPO

**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PALOPO
PASCASARJANA**

Jalan Agatis Kel. Balandai Kec. Bara Kota Palopo Pos 91914

e-mail: pascasarjana@iainpalopo.ac.id web: <http://pascasarjana.iainpalopo.ac.id>

Nomor : B-1061 /In.19/DP/PP.01.1/10/2024
Lamp. : 1 (satu) exp.
Hal : *Permohonan Melakukan
Validasi Instrumen Penelitian.*

Palopo, 16 Oktober 2024

Yth. Dr. Jufriadi, S.S., M.Hum.

di

Tempat

Assalamu 'Alaykum wr. wb

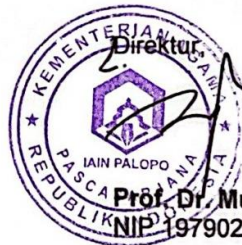
Dengan hormat, sehubungan dengan akan dilakukan penelitian Tesis oleh mahasiswa pascasarjana berikut ini :

Nama : Andi Husni A. Zainuddin
Nim : 2305040003
Program Studi : Tadris Bahasa Inggris

maka dengan ini dimohon perkenan Bapak memberikan validasi terhadap instrumen penelitian tesis **"Evaluating the Implementation of the Merdeka Belajar Curriculum in English Teaching at MAN Palopo"**

Demikian permohonan ini, atas perkenannya dihanturkan terima kasih.

Walaikumusalam, wr. wb.



Direktur
Prof. Dr. Muhaemin, M.A.
NIP. 197902032005011006

LEMBAR VALIDASI INSTRUMEN PENELITIAN

Judul Penelitian : Evaluating the Implementation of the *Merdeka Belajar* Curriculum in English Teaching at MAN Palopo

Nama Peneliti : Andi Husni A. Zainuddin

Nama Validator : Dr. Jufriadi, M.Pd.

Jabatan/Instansi : Kepala UPB IAIN Palopo

Tanggal Validasi :

Bagian 1: Validasi Keseluruhan Instrumen

Instruksi: Mohon berikan penilaian terhadap instrumen ini berdasarkan skala berikut:

- 1 = Sangat Tidak Sesuai
- 2 = Tidak Sesuai
- 3 = Cukup Sesuai
- 4 = Sesuai
- 5 = Sangat Sesuai

No	Aspek yang Dinilai	Kriteria Penilaian	Skor (1-5)	Komentar/Saran
1	Kesesuaian dengan tujuan penelitian	Apakah instrumen ini relevan dengan tujuan penelitian?	5	
		Apakah item pertanyaan mampu mengukur variabel yang diteliti?	5	
2	Kejelasan instruksi kepada responden	Apakah instruksi yang diberikan jelas dan mudah dipahami oleh responden?	4	

No	Aspek yang Dinilai	Kriteria Penilaian	Skor (1-5)	Komentar/Saran
		Apakah tidak ada ambiguitas dalam instruksi?		
3	Kelengkapan instrumen	Apakah instrumen ini mencakup seluruh aspek penting yang perlu dievaluasi?	5	
		Apakah ada bagian penting yang hilang?		Pertanyaan ini sama saja?
4	Ketepatan format dan struktur	Apakah format dan struktur instrumen sudah sesuai?	5	
		Apakah penyusunan pertanyaan mengikuti urutan logis?	4	
5	Kejelasan item pertanyaan/ Pernyataan	Apakah setiap pertanyaan/ pernyataan jelas dan mudah dimengerti?	5	
		Apakah pertanyaan tidak menimbulkan banyak penafsiran?	4	
6	Kesesuaian dengan teori yang digunakan	Apakah instrumen ini didasarkan pada teori yang tepat?	5	
		Apakah teori tersebut sesuai dengan konteks penelitian?	5	

No	Aspek yang Dinilai	Kriteria Penilaian	Skor (1-5)	Komentar/Saran
7	Kesesuaian dengan pedoman yang digunakan	Apakah instrumen ini sesuai dengan pedoman "Tahapan Implementasi Kurikulum Merdeka" yang dikeluarkan oleh Kemendikbudristek?	4.	ada beberapa point belum dimasukkan seperti : ① guru memberi kesempatan untuk belajar mandiri (aspek 7)

Bagian 2: Validasi Item Instrumen

Instruksi: Untuk setiap item, berikan penilaian sesuai skala berikut:

- 1 = Sangat Tidak Relevan
- 2 = Tidak Relevan
- 3 = Cukup Relevan
- 4 = Relevan
- 5 = Sangat Relevan

No	Aspek yang Dinilai	Kriteria Penilaian	Skor (1-5)	Komentar/Saran
1	Kesesuaian dengan tujuan penelitian	Apakah item ini sesuai dengan tujuan penelitian?	5	
2	Kejelasan item pernyataan/pertanyaan	Apakah item ini jelas dan mudah dipahami oleh responden?	4	
3	Bahasa yang digunakan	Apakah bahasa yang digunakan sudah sesuai, sederhana, dan	5	

No	Aspek yang Dinilai	Kriteria Penilaian	Skor (1-5)	Komentar/Saran
		tidak menimbulkan multi-tafsir?		
4	Relevansi dengan variabel penelitian	Apakah item ini relevan untuk mengukur variabel penelitian yang diinginkan?	5	
5	Kemampuan item mengukur variabel	Apakah item ini mampu mengukur variabel penelitian secara akurat sesuai dengan teori yang digunakan?	5	

Bagian 3: Rekomendasi

Apakah instrumen ini layak digunakan setelah revisi?

☒ Ya

☐ Tidak

Saran Perbaikan:

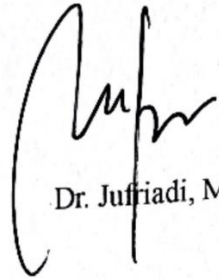
Tambahkan pertanyaan yg belum ada.

Kesimpulan Validator:

- Dapat digunakan sebagai instrumen penelitian.

Palopo,

Validator



Dr. Jufriadi, M.Pd.

Appendix V: Surat Keterangan Wawancara

SURAT KETERANGAN WAWANCARA

Palopo, 21 November 2024

Dengan hormat,

Sehubungan dengan adanya penelitian yang sedang dilaksanakan oleh **Andi Husni A. Zainuddin**, NIM **2305040003**, mahasiswa Program Pascasarjana IAIN Palopo, saya sebagai informan penelitian memberikan surat keterangan ini sebagai bukti bahwa saya:

Nama : Rahmawati, S.S.
Pekerjaan : Guru Bahasa Inggris
Nama Sekolah : MAN Palopo

telah diwawancarai dalam rangka penelitian tersebut.

Wawancara dilakukan pada tanggal 21 November 2024, dengan topik yang berkaitan dengan: **EVALUATING THE IMPLEMENTATION OF THE MERDEKA BELAJAR CURRICULUM IN ENGLISH TEACHING AT MAN PALOPO**. Wawancara dilakukan secara langsung, dengan durasi sekitar [] menit. Wawancara dilakukan dengan rekaman wawancara yang akan dijaga kerahasiaannya serta hanya akan digunakan untuk kepentingan penelitian.

Selama wawancara, saya memberikan informasi yang membantu dalam proses penelitian. Informasi tersebut nantinya akan digunakan sebagai bagian dari data penelitian yang akan disajikan secara ilmiah dan diterbitkan dalam laporan hasil penelitian tesis dan artikel jurnal ilmiah.

Demikian surat keterangan ini saya buat dengan sebenarnya untuk dapat digunakan sebagaimana mestinya.

Hormat Saya,


Rahmawati, S.S.

SURAT KETERANGAN WAWANCARA

Palopo, 19 November 2024

Dengan hormat,

Sehubungan dengan adanya penelitian yang sedang dilaksanakan oleh **Andi Husni A. Zainuddin**, NIM **2305040003**, mahasiswa Program Pascasarjana IAIN Palopo, saya sebagai informan penelitian memberikan surat keterangan ini sebagai bukti bahwa saya:

Nama : Firda Zagwana Haris

Pekerjaan : Siswa

Nama Sekolah : MAN Palopo

telah diwawancarai dalam rangka penelitian tersebut.

Wawancara dilakukan pada tanggal 19 November 2024, dengan topik yang berkaitan dengan: **EVALUATING THE IMPLEMENTATION OF THE MERDEKA BELAJAR CURRICULUM IN ENGLISH TEACHING AT MAN PALOPO**. Wawancara dilakukan secara langsung, dengan durasi sekitar [] menit. Wawancara dilakukan dengan rekaman wawancara yang akan dijaga kerahasiaannya serta hanya akan digunakan untuk kepentingan penelitian.

Selama wawancara, saya memberikan informasi yang membantu dalam proses penelitian. Informasi tersebut nantinya akan digunakan sebagai bagian dari data penelitian yang akan disajikan secara ilmiah dan diterbitkan dalam laporan hasil penelitian tesis dan artikel jurnal ilmiah.

Demikian surat keterangan ini saya buat dengan sebenarnya untuk dapat digunakan sebagaimana mestinya.

Hormat Saya,



Firda Zagwana Haris

SURAT KETERANGAN WAWANCARA

Palopo, 19 November 2024

Dengan hormat,

Sehubungan dengan adanya penelitian yang sedang dilaksanakan oleh **Andi Husni A. Zainuddin**, NIM **2305040003**, mahasiswa Program Pascasarjana IAIN Palopo, saya sebagai informan penelitian memberikan surat keterangan ini sebagai bukti bahwa saya:

Nama : **MUH.DAFHA**

Pekerjaan : Siswa

Nama Sekolah : MAN Palopo

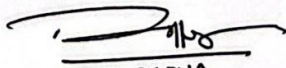
telah diwawancarai dalam rangka penelitian tersebut.

Wawancara dilakukan pada tanggal 19 November 2024, dengan topik yang berkaitan dengan: ***EVALUATING THE IMPLEMENTATION OF THE MERDEKA BELAJAR CURRICULUM IN ENGLISH TEACHING AT MAN PALOPO***. Wawancara dilakukan secara langsung, dengan durasi sekitar [] menit. Wawancara dilakukan dengan rekaman wawancara yang akan dijaga kerahasiaannya serta hanya akan digunakan untuk kepentingan penelitian.

Selama wawancara, saya memberikan informasi yang membantu dalam proses penelitian. Informasi tersebut nantinya akan digunakan sebagai bagian dari data penelitian yang akan disajikan secara ilmiah dan diterbitkan dalam laporan hasil penelitian tesis dan artikel jurnal ilmiah.

Demikian surat keterangan ini saya buat dengan sebenarnya untuk dapat digunakan sebagaimana mestinya.

Hormat Saya,



MUH.DAFHA

SURAT KETERANGAN WAWANCARA

Palopo, 19 November 2024

Dengan hormat,

Sehubungan dengan adanya penelitian yang sedang dilaksanakan oleh **Andi Husni A. Zainuddin**, NIM **2305040003**, mahasiswa Program Pascasarjana IAIN Palopo, saya sebagai informan penelitian memberikan surat keterangan ini sebagai bukti bahwa saya:

Nama : Bebet Rusmasari K, S.Pd.

Pekerjaan : Guru Bahasa Inggris

Nama Sekolah : MAN Palopo

telah diwawancarai dalam rangka penelitian tersebut.

Wawancara dilakukan pada tanggal 19 November 2024, dengan topik yang berkaitan dengan: **EVALUATING THE IMPLEMENTATION OF THE MERDEKA BELAJAR CURRICULUM IN ENGLISH TEACHING AT MAN PALOPO**. Wawancara dilakukan secara langsung, dengan durasi sekitar [] menit. Wawancara dilakukan dengan rekaman wawancara yang akan dijaga kerahasiaannya serta hanya akan digunakan untuk kepentingan penelitian.

Selama wawancara, saya memberikan informasi yang membantu dalam proses penelitian. Informasi tersebut nantinya akan digunakan sebagai bagian dari data penelitian yang akan disajikan secara ilmiah dan diterbitkan dalam laporan hasil penelitian tesis dan artikel jurnal ilmiah.

Demikian surat keterangan ini saya buat dengan sebenarnya untuk dapat digunakan sebagaimana mestinya.

Hormat Saya,



Bebet Rusmasari K, S.Pd.

SURAT KETERANGAN WAWANCARA

Palopo, 21 November 2024

Dengan hormat,

Sehubungan dengan adanya penelitian yang sedang dilaksanakan oleh **Andi Husni A. Zainuddin**, NIM **2305040003**, mahasiswa Program Pascasarjana IAIN Palopo, saya sebagai informan penelitian memberikan surat keterangan ini sebagai bukti bahwa saya:

Nama :
Pekerjaan : Siswa
Nama Sekolah : MAN Palopo

telah diwawancarai dalam rangka penelitian tersebut.

Wawancara dilakukan pada tanggal 21 November 2024, dengan topik yang berkaitan dengan: **EVALUATING THE IMPLEMENTATION OF THE MERDEKA BELAJAR CURRICULUM IN ENGLISH TEACHING AT MAN PALOPO**. Wawancara dilakukan secara langsung, dengan durasi sekitar [] menit. Wawancara dilakukan dengan rekaman wawancara yang akan dijaga kerahasiaannya serta hanya akan digunakan untuk kepentingan penelitian.

Selama wawancara, saya memberikan informasi yang membantu dalam proses penelitian. Informasi tersebut nantinya akan digunakan sebagai bagian dari data penelitian yang akan disajikan secara ilmiah dan diterbitkan dalam laporan hasil penelitian tesis dan artikel jurnal ilmiah.

Demikian surat keterangan ini saya buat dengan sebenarnya untuk dapat digunakan sebagaimana mestinya.

Hormat Saya,



ANNISA HUMAIRA

SURAT KETERANGAN WAWANCARA

Palopo, 21 November 2024

Dengan hormat,

Sehubungan dengan adanya penelitian yang sedang dilaksanakan oleh **Andi Husni A. Zainuddin**, NIM **2305040003**, mahasiswa Program Pascasarjana IAIN Palopo, saya sebagai informan penelitian memberikan surat keterangan ini sebagai bukti bahwa saya:

Nama :
Pekerjaan : Siswa
Nama Sekolah : MAN Palopo

telah diwawancarai dalam rangka penelitian tersebut.

Wawancara dilakukan pada tanggal 21 November 2024, dengan topik yang berkaitan dengan: ***EVALUATING THE IMPLEMENTATION OF THE MERDEKA BELAJAR CURRICULUM IN ENGLISH TEACHING AT MAN PALOPO***. Wawancara dilakukan secara langsung, dengan durasi sekitar [] menit. Wawancara dilakukan dengan rekaman wawancara yang akan dijaga kerahasiaannya serta hanya akan digunakan untuk kepentingan penelitian.

Selama wawancara, saya memberikan informasi yang membantu dalam proses penelitian. Informasi tersebut nantinya akan digunakan sebagai bagian dari data penelitian yang akan disajikan secara ilmiah dan diterbitkan dalam laporan hasil penelitian tesis dan artikel jurnal ilmiah.

Demikian surat keterangan ini saya buat dengan sebenarnya untuk dapat digunakan sebagaimana mestinya.

Hormat Saya,



Nurul Istiana

Appendix VI: Surat Keterangan Selesai Meneliti



KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KOTA PALOPO
MADRASAH ALIYAH NEGERI KOTA PALOPO
Jl. Dr. Ratulangi Balandai Kota Palopo 91914
Telepon (0471) 21671, Faksimile (0471) 21671
Email : palopoman8@gmail.com NPSN : 40320492 NSM : 131173730031

SURAT KETERANGAN PENELITIAN

Nomor : 142 /Ma.21.14.01/TL.00/02/2025

Yang bertanda tangan dibawah ini :

N a m a : **Dra. Hj. Jumrah, M.Pd.I**
NIP. : 196612311994032009
Pangkat/Gol. : Pembina IV/a
Jabatan : Kepala MAN Kota Palopo

Dengan ini menerangkan bahwa :

N a m a : **Andi Husni A.Zainuddin**
Tempat/Tanggal Lahir : Palopo, 17 Desember 2000
NIM : 2305040003
Jenis Kelamin : Perempuan
Alamat : Jl. Kartini Lorong 1 No.8
Pekerjaan : Mahasiswi

Bahwa yang bersangkutan benar-benar telah mengadakan penelitian di instansi kami sehubungan dengan penulisan Tesis untuk Program Magister (S-2) yang berjudul *"Evaluating the Implementation of the Merdeka Belajar Curriculum in English Teaching at MAN Palopo"*.

Demikian Keterangan ini diberikan untuk dipergunakan sebagaimana mestinya.

Palopo, 19 Februari 2025
Kepala Madrasah,

Dra. Hj. Jumrah, M.Pd.I
NIP. 196612311994032009



Appendix VII: Dokumentasi





CURRICULUM VITAE



Andi Husni A. Zainuddin was born in Palopo, South Sulawesi, on December 17, 2000. She is the second of two siblings, born to the late Mr. Andi Zainuddin and Mrs. Mariati K. Currently, she resides at Jalan Kartini, Lorong 1, No. 8, North Wara District, Palopo City. She completed his primary education in 2012 at SD Negeri 12 Langkanae, and in the same year, continued his secondary education at SMP Negeri 7 Palopo, graduating in 2015. Subsequently, she pursued his senior high school education at SMA Negeri 6 Palopo and graduated in 2018. In the same year, she was admitted to the English Education Study Program at the Faculty of Tarbiyah and Teacher Training, State Islamic Institute (IAIN) of Palopo, where she completed her undergraduate degree in 2022. During her undergraduate studies, she was actively involved in student organizations, particularly serving as a board member of the English Students Association (HMPS-BIG) at IAIN Palopo for three consecutive terms, from 2019 until her demission in 2022. In 2023, she commenced his postgraduate studies in the English Education Master's Program at the State Islamic University (UIN) of Palopo and is expected to graduate in 2025. In addition to her academic pursuits, she has been actively engaged in scientific publications, having authored approximately ten research articles, several of which have been published in nationally accredited journals indexed by SINTA, ranging from SINTA 4 to SINTA 2.

Contact person penulis: andihusni69@gmail.com