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Evaluation of the implementation of the Kurikulum Merdeka at SMAN 14 Bandung

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ABSTRACT

SMAN 14 Bandung is one of the schools implementing the Kurikulum Merdeka through active and collaborative learning. This research aims to evaluate the extent to which the objectives of implementing the Kurikulum Merdeka have been achieved at SMAN 14 Bandung. The assessment method used is descriptive qualitative. Data was collected through questionnaires and observations, then analyzed statistically using the mean and presented in graphs to facilitate understanding of the patterns. The study's results found that the evaluation of the Kurikulum Merdeka at SMAN 14 Bandung includes three main aspects: planning, implementation, and learning assessment. In the aspect of learning planning, teaching modules are developed according to the Learning Outcomes (CP) without modification, and the lesson planning is developed using innovative methods such as Problem-Based Learning (PBL) and Project-Based Learning (PjBL). The curriculum implementation utilizes school reference books, a deductive approach, and differentiated learning, with the PjBL method being quite popular among students. The assessment aspect of learning employs formative tests, summative assessments, portfolios, and projects to evaluate cognitive, affective, and psychomotor learning outcomes, along with diagnostic assessments conducted before the lessons.

ABSTRAK

SMAN 14 Bandung merupakan salah satu sekolah yang telah menerapkan Kurikulum Merdeka melalui pembelajaran aktif dan kolaboratif. Penelitian bertujuan untuk mengevaluasi sejauh mana efektivitas tujuan penerapan Kurikulum Merdeka telah di capai dalam perepannya di SMAN 14 Bandung. Metode penilaian menggunakan deskriptif kualitatif. Data dikumpulkan melalui kuesioner dan observasi, lalu dianalisis secara statistik menggunakan rata-rata (mean) dan disajikan dalam grafik untuk memudahkan pemahaman pola. Hasil penelitian ditemukan Evaluasi penerapan Kurikulum Merdeka di SMAN 14 Bandung mencakup tiga aspek utama: perencanaan, pelaksanaan, dan penilaian pembelajaran. Aspek perencanaan pembelajaran, modul ajar dikembangkan sesuai Capaian Pembelajaran (CP) tanpa modifikasi, perencanaan pembelajaran dikembangkan menggunakan metode inovatif seperti PBL dan PjBL. Pelaksanaan kurikulum memanfaatkan buku pegangan sekolah, pendekatan deduktif, dan pembelajaran diferensiasi, dengan metode PjBL yang cukup diminati siswa. Aspek penilaian pembelajaran menggunakan tes formatif, sumatif, portofolio, dan proyek untuk menilai capaian pembelajaran kognitif, afektif, dan psikomotorik, serta dilakukan penilaian diagnostik sebelum pembelajaran.

Kata Kunci: asesmen; evaluasi kurikulum merdeka; implementasi; perencanaan pembelajaran

INTRODUCTION

Various national and international studies indicate that Indonesia has long been experiencing a learning crisis, where many children struggle to comprehend simple reading materials or apply basic mathematical concepts. These findings also reveal significant educational disparities between regions and social groups in Indonesia, which have worsened due to the COVID-19 pandemic. To address this crisis, systemic changes are necessary, one of which is through the curriculum. Therefore, the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek) developed the Kurikulum Merdeka to restore learning. The Kurikulum Merdeka is designed to provide diverse learning experiences with optimized content so that students can delve deeper into concepts and strengthen their competencies while allowing teachers to choose teaching materials according to their needs.

The Kurikulum Merdeka aims to create meaningful and compelling learning experiences that enhance students' faith, piety, noble character, and creativity while shaping the Pancasila student profile as lifelong learners. Its advantages include a simplified structure focusing on essential materials, enjoyable learning experiences, subject choice flexibility, and alignment with students' developmental stages. Schools can tailor the curriculum to their unique characteristics and implement project-based learning that addresses current issues and fosters Pancasila values. In addition, this approach encourages active and collaborative learning by allowing teachers to choose teaching aids, thus supporting students' all-round development. This student-centered approach from the Ministry of Education, Culture, Research and Technology (Kemendikbudristek) emphasizes individual potential, allows students to learn independently, reduces academic pressure, and links learning to real-life contexts for deeper understanding.

The fundamental differences between the Kurikulum 2013 and the Kurikulum Merdeka can be seen from the aspects of the subject, learning hours, implementation strategies, and assessment methods. While the Kurikulum 2013 is oriented toward building national character, the Kurikulum Merdeka emphasizes Learning Outcomes (CP) more. In terms of assessment, the Kurikulum Merdeka includes cognitive aspects that focus on knowledge and non-cognitive aspects that evaluate student performance outside the classroom environment (Sholeh et al., 2024; Leyder et al., 2023). In addition, the structure of the Kurikulum Merdeka shows significant differences in CPs, TPs, and ATP compared to the KI-KDs and syllabus implemented in Curriculum 2013, where learning is organized by phase (A to F) instead of by grade level. These differences reflect variations in each curriculum element's focus, orientation, and content, affecting the planning, implementation, and evaluation of the student learning process (Aulia et al., 2023; Khaira et al., 2023).

Another difference between the Kurikulum 2013 and the Kurikulum Merdeka lies in the learning focus. The Kurikulum 2013 emphasizes the essential competencies set by the government using a thematic approach, while the Kurikulum Merdeka focuses more on essential material tailored to student conditions through a subject-based approach. In its implementation, the Kurikulum 2013 uses Minimum Completeness Criteria (KKM) for each competency, while the Kurikulum Merdeka replaces KKM with more flexible criteria based on students' abilities. In addition, the Kurikulum Merdeka distinguishes between intracurricular and co-curricular activities, unlike the Kurikulum 2013, which groups subjects into Groups A and B (Silvi, 2023). Curriculum evaluation plays a crucial role in improving the quality of education by providing an accurate picture of the effectiveness of curriculum implementation, which serves as a tool to assess the achievement of educational goals and identify gaps and challenges that need improvement. Alvunger et al., in the book "*Curriculum Theory in the Age of Education Reforms: Perspectives on Policy and Practice*" explain that a continuous evaluation process helps to ensure that the curriculum remains relevant and adaptive to student needs as well as rapid social and technological changes. Hamalik, in the book "*Basics of Curriculum Development*" states that the benefits and functions of curriculum evaluation include educational aspects that assess the success of the curriculum in achieving educational goals,

instructional that assesses the implementation of the learning process, a diagnostic that provides input for curriculum improvement, and administrative that provides information for the management of learning activities. Thus, curriculum evaluation contributes to improving the quality of education and ensures that the curriculum can adapt to the dynamics that occur in society.

Several studies have shown that Kurikulum Merdeka has been successfully implemented in various educational contexts in Indonesia with positive results in several areas. One of the studies highlighted improving the effectiveness of Indonesian language teaching, especially in terms of curriculum flexibility that allows customization of materials to student needs (Hunaepi & Suharta, 2024). In addition, implementing Kurikulum Merdeka in English education has provided significant developments, especially regarding teacher readiness and changes in learning strategies more adaptive to classroom conditions (Emawati, 2024). However, other studies show that the implementation of Kurikulum Merdeka has not been fully effective (Rusmiati et al., 2023). The main challenges faced include teachers' readiness to adopt new approaches, limited resources, and students' adaptation to more independent learning methods. Therefore, subsequent research recommendations emphasize the importance of further evaluation to address the complexities of implementing this curriculum and ensure optimal results (Asrifan et al., 2023). Curriculum monitoring and evaluation is an essential process of collecting data to assess the effectiveness of the curriculum in achieving its stated objectives (Ariyanti & Hazin, 2024; Musango, 2023; Wuwur, 2023). This process ensures that the implemented curriculum matches the desired learning outcomes, and monitoring is conducted in areas of curriculum implementation. Deeply evaluated curriculum reforms can significantly improve student learning outcomes, emphasizing the importance of critically analyzing curriculum changes (Choudhary, 2023). Meanwhile, educational evaluation is essential to identify strengths and weaknesses in the education system and encourage innovations that can improve the quality of learning and strengthen accountability in the education system (Ganagalla, 2023).

Previous research confirms that curriculum implementation evaluation is essential in assessing its effectiveness in achieving the stated educational goals. Therefore, this study aims to evaluate the implementation of Kurikulum Merdeka at SMAN 14 Bandung through three main aspects: learning planning, learning implementation, and learning assessment. This evaluation aims to ensure that the learning process is aligned with the expected goals of the Kurikulum Merdeka. As one of the schools in West Java Province, SMAN 14 Bandung has adopted active and collaborative learning approaches, such as *Project-Based Learning* (PBL) and the Program Penguatan Profil Pelajar Pancasila (P5) program integrated with Unity values. Despite the initial implementation, an evaluation is needed to assess the extent to which the curriculum objectives have been achieved and identify improvement opportunities. The results of this evaluation are expected to provide better insight into the effectiveness of the methods used and their impact on achieving the desired learning outcomes.

LITERATURE REVIEW

Kurikulum Merdeka

The Kurikulum Merdeka is an advanced development of the Kurikulum 2013 that is simpler and provides educators with the freedom to create quality learning experiences tailored to students' needs and learning environments. Badan Standar, Kurikulum, dan Asesmen Pendidikan dan Kemendikbud in "*Kajian Akademik; Kurikulum Merdeka",* Characteristics of Kurikulum Merdeka include development of soft skills and character through projects that strengthen the Pancasila student profile; a focus on relevant and in-depth essential material to encourage creativity and innovation; and flexible learning, where teachers can adapt their approach to the developmental stage and local context of students (Dwipratama, 2023).

The Kurikulum Merdeka emphasizes an interactive, inspiring, and challenging learning environment that encourages active student participation and fosters creativity based on their talents and interests. Key features include a focus on essential materials for deeper learning, increased competency and character development time through real-world group projects, flexible learning outcomes, and support for educators with teaching tools and training materials. This approach aims to cultivate an academically intelligent generation that possesses integrity and cares for social issues, aligning with holistic education principles that prioritize character development, social skills, and critical thinking (Budiarto, 2023; Irawan & Suharyati, 2023; Santosa, 2022).

The principles of learning in the Kurikulum Merdeka include: 1) differentiated intrcurricular learning; 2) providing students with time to delve into concepts and strengthen competencies; 3) allowing teachers the flexibility to choose appropriate teaching tools; 4) co-curricular learning conducted through projects to strengthen the Profil Pelajar Pancasila using an interdisciplinary approach; 5) while extracurricular learning is tailored to student's interests and the resources of the educational unit; 6) educational units translate Learning Outcomes by developing operational curricula and lesson plans according to their learning needs and individual characteristics, with learning outcomes that can be managed as separate subjects, thematic, integrated, or block systems. Additionally, the total allocation of lesson hours is specified for one year, along with recommendations for regular or weekly lesson hour allocations.

The successful implementation of the Kurikulum Merdeka is contingent upon careful planning, which encompasses the preparation of an Education Unit Operational Curriculum and the development of teaching modules. Following this preparatory phase, implementing learning strategies—including intracurricular activities and project-based learning—aims to enhance the Pancasila student profile. This systematic approach culminates in a robust evaluation process designed to assess student learning outcomes and establish clear criteria for grade promotion and graduation, thereby ensuring that educational experiences are aligned with learners' needs (Magdalena et al., 2024; Suryani et al., 2023).

Curriculum Evaluation

Arifin, in the book "*Evaluasi Program*" states that evaluation, in a narrow sense, is the process of determining value. In a broader sense, evaluation is a systematic and ongoing process or activity aimed at describing or determining the quality (value and meaning/benefit) of something based on specific criteria and considerations (judgment) to make decisions. According to Law Number 20 of 2003 concerning the National Education System, a curriculum is a set of plans and arrangements that include objectives, content, teaching materials, and methods for implementing learning activities to achieve specific educational goals. The curriculum must be flexible and relevant to the needs of learners and the development of science and technology, thus supporting quality learning.

Stufflebeam, in a book entitled "*The CIPP Model For Evaluation*" explains that curriculum evaluation is a systematic process conducted to collect, analyze, and interpret data regarding the implementation and effectiveness of the curriculum in achieving the established educational objectives. Evaluation is one of the essential components of the curriculum that provides information and feedback to educational decision-makers regarding the health status of education in schools. Evaluation plays a crucial role in curriculum development as it can provide indicators of the success level of the learning process, thus allowing for necessary improvements and adjustments to achieve better educational outcomes (Rahayu & Aly, 2023). The purpose of conducting evaluations in the curriculum development process includes several aspects: first, program improvement, where evaluation provides information to enhance the curriculum being developed; second, accountability to various stakeholders, which is crucial at the end of the development phase to ensure accountability to all stakeholders; third, evaluation also serves to determine the follow-up actions on the development results, including decisions regarding the

dissemination of the new curriculum into the existing system. However, at the end of the development phase, the focus should be more on the implementation and sustainability of the curriculum rather than merely on disseminating the new curriculum.

In addition, curriculum evaluation aims to assess how well the curriculum meets students' needs and identify aspects that need to be improved or adjusted (Lestari, 2023). The evaluation process involves various methods, including measuring learning outcomes, observations, and feedback from various stakeholders, such as teachers, students, and parents. Thus, Arifin, in the book "*Evaluasi Program*" mentions that curriculum evaluation plays an essential role in developing and continuously improving the educational process. Curriculum evaluation is crucial to assessing educational goals' effectiveness, relevance, and achievement (Alhayat & Arifin, 2023). This measures the success of the curriculum implementation and provides the necessary feedback for improving and developing a better curriculum in the future. Ornstein and Hunkins, in the book "*Curriculum: Foundations, Principles, and Issues*" argue that through evaluation, educators can find out whether the curriculum has supported student development according to their needs and expected educational goals, as well as identify areas that need improvement.

METHODS

This research uses a quantitative descriptive method, a research approach that aims to describe the characteristics of a phenomenon systematically and measurably using numerical data. According to Sugiyono in the book "*Quantitative, Qualitative and R&D Research Methods*" data collection is carried out to describe certain conditions or events, not to look for cause-and-effect relationships. Data were collected through closed and open-ended questionnaires, as well as observation. Furthermore, the data were analyzed statistically using the average (mean) calculation. The results were presented in graphical form to facilitate understanding the emerging patterns. The research subjects consisted of three teachers at SMAN 14 Bandung who were selected based on the recommendation of the principal of SMAN 14 Bandung.

A closed-ended questionnaire was distributed to the three subjects through a survey covering three aspects of evaluation: the learning planning aspect consisting of 15 indicators, the learning implementation aspect consisting of 15 indicators, and the learning assessment aspect consisting of 10 indicators. Measurement was done using a Likert scale of 1- 4, which is explained as follows: 1 (never), 2 (rarely), 3 (often), and 4 (always). In addition, an open-ended questionnaire was also distributed to the three subjects to identify best practices in learning planning, implementation, and assessment related to the implementation of Kurikulum Merdeka in schools. This research is also complemented by observation, which aims to gain a deeper understanding of the dynamics in the classroom when implementing the Kurikulum Merdeka.

RESULTS AND DISCUSSION

Based on the research findings collected through the distribution of closed and open questionnaires, the evaluation results of implementing the Kurikulum Merdeka at SMAN 14 Bandung were found in three main aspects: learning planning, learning implementation, and learning assessment. The following are the evaluation results for each of these aspects.

Planning of Learning

The lesson planning evaluation indicators consist of 13 statements covering various important aspects. These indicators assess how well lesson planning has been carried out comprehensively and effectively.

Additionally, one supplementary statement evaluates the application of best practices from the Kurikulum Merdeka in school curriculum planning and learning activities. The data obtained through this questionnaire is then processed and presented in graphical form, providing a visual representation of the level of implementation and effectiveness of lesson planning and implementation based on the Kurikulum Merdeka (See **Graph 1**).
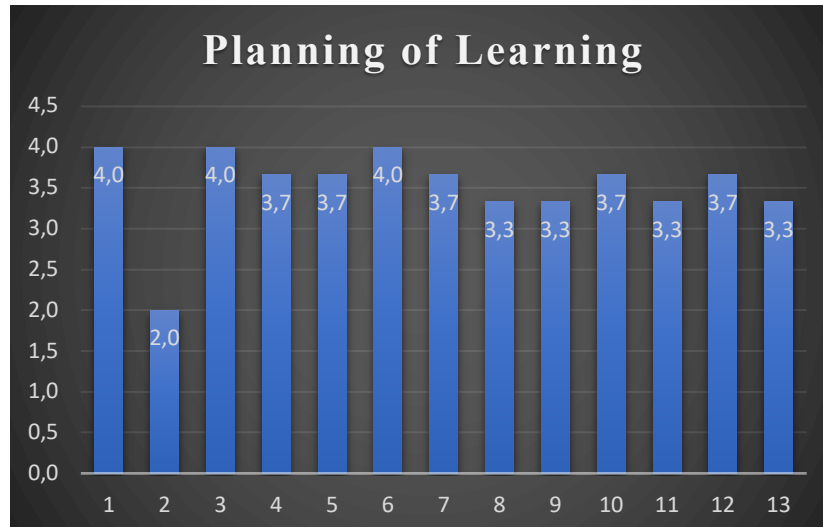
Graph 1. Results of Respondent Evaluation Data on Lesson Planning
Source: Processed by the author 2024

The questionnaire results distributed at SMAN 14 Bandung City showed that the development of learning modules following the specified components, including general information and core components, received an average score of 4.0 with the criteria of 'always'. Identifying and analyzing learning outcomes for each topic received an average score of 4.0 with the criteria of 'always'. In contrast, the formulation of learning objectives that consider students' competencies, content, and thinking skills received an average score of 3.7, 3.7, and 4.0 with the criteria of 'always', respectively. The linear arrangement of learning objectives based on the sequence of activities received an average score of 'always' with a score of 3.7. In addition, developing learning materials and selecting models, strategies, and methods tailored to learning outcomes and objectives showed an average score of 'often and always' with scores of 3.3, 3.3, and 3.7, indicating the need for further adjustments in these aspects. The selection of types of evaluation and the preparation of various evaluation tools appropriate to the learning outcome indicators received an average score of 3.3 with the criteria of 'often'. Each lesson should also be designed to integrate the dimensions of the Pancasila Student Profile and analyze the achievement of learning outcomes, which received an average score of 'always' with a 3.7. Finally, the ideal time allocation for developing the Pancasila Learner Profile project in each subject, which should range from 20% to 35%, received an average score of 3.3 with the criteria of 'often'.

Planning in the context of learning is a process that involves organizing materials, selecting media, using approaches and methods, and planning for evaluation within a specific time frame to achieve predetermined learning objectives (Hasibuan et al., 2019). This planning process aims to facilitate learning development by describing students' knowledge and skills before and after learning. In addition, effective planning also enables developers to determine appropriate media, technology, materials, and strategies, thereby reducing the gap between students' initial abilities and the skills they are expected to master (Emidar & Indriyani, 2023). Thus, lesson planning is crucial in creating effective and efficient student learning experiences. Planning in the context of education includes four main elements, namely: (1) goals to be achieved, (2) strategies to achieve these goals, (3) supporting resources, and (4) implementation of decisions. Planning objectives must be formulated and measurable to ensure their effectiveness. The

strategies set are closely related to the implementation of the decisions taken by the planners. In addition, the resources required include the facilities, infrastructure, and time needed to achieve the set goals. The success of a plan can be evaluated through the implementation and achievement of expected results (Nieves, 2023).

The conclusion of learning planning activities in the Kurikulum Merdeka consists of three main steps (Apriyanti, 2023). First, teachers analyze learning outcomes to determine competencies, materials, and learning objectives appropriate for the intended level of education. Second, after the learning objectives are determined, the teacher develops a flow of learning objectives to prepare teaching materials in learning modules. Third, assessment is carried out through diagnostic assessments to understand students' initial competencies, formative assessments conducted during the learning process, and summative assessments to measure student achievement after the material is completed. After completing the three stages, teachers can prepare learning modules according to the predetermined components. The Ministry of Education and Culture (2024) states that when planning learning in the Kurikulum Merdeka, educators need to pay attention to the following flow: understanding learning outcomes (CP); formulating learning objectives; developing a flow of learning objectives; and designing learning activities and establishing learning outcomes (CP) as competencies that must be achieved by students at each phase. The CP is then broken down into operational and concrete learning objectives, including competencies and scope of material. These learning objectives are arranged logically from the beginning to the end of the learning phase. Learning planning, such as Teaching Modules (MA) or Lesson Plans (RPP), is documented flexibly and contextually. This document includes objectives, steps, and assessments for achieving the LO and the Pancasila Student Profile. Educators can create their learning plans independently, modify existing examples, or use examples provided by the government.

At SMAN 14 Bandung, the school has developed teaching modules that align with the established general and core information components. However, these modules have been used as they are without any adjustments made to the existing ones. Teachers have identified the Learning Outcomes (LO) for each topic or subtopic taught and designed lesson planning by analyzing the learning outcomes for the mapped phases. Teachers have also developed a Learning Objective Pathway (ATP) that considers the dimensions of the Pancasila Learner Profile, relevant content, and thinking skills. The teaching modules are organized based on the planned sequence of activities, considering appropriate models, strategies, teaching methods, and assessments aligned with the Learning Outcomes. Additionally, teachers ensure that the learning objectives and the dimensions of the Pancasila Learner Profile are factored into the selection of methods and assessments, with each profile dimension integrated into the materials and a time allocation of 20-35% provided for the development of Pancasila Learner Profile projects. This is also evidenced by the best practices that have been implemented at the school in the aspect of lesson planning, which includes the development of the Learning Outcomes (LO) pathway, planning for the use of media and teaching aids, as well as the selection of engaging and innovative models and methods to meet diverse student needs and stimulate critical thinking and problem-solving skills, such as Problem-Based Learning (PBL) and Project-Based Learning (PJBL).

Problem-based learning (PBL) is a teaching method that focuses on solving open-ended problems that stimulate student learning, where they learn through identifying and analyzing relevant problems. On the other hand, Project-Based Learning (PJBL) is an approach that puts students at the center of learning, where they engage in real projects or activities that require applying knowledge and skills (Dahri, 2018). Both approaches have proven to be very effective in creating interactive and relevant learning experiences, which actively engage students and allow them to apply knowledge in a real-world context. PBL encourages students to think critically and solve problems through case studies. At the same time, PPA allows students to work together on projects that reflect real challenges, developing collaboration skills and creativity (Suwastini et al., 2021).

The evaluation of lesson planning at SMAN 14 Bandung should focus on several key aspects. First, the unmodified learning modules need to be reviewed to ensure their relevance and effectiveness in the context of curriculum development and student needs. Second, an evaluation should be conducted on the achievement of Learning Outcomes (LO) and the effectiveness of teaching methods such as Problem-Based Learning (PBL) and Project-Based Learning (PJBL) in stimulating students' critical thinking skills. Third, the 20-35% time allocation for the Pancasila Learner Profile projects should be re-examined to determine whether it is proportional to achieving character development goals. Finally, media and teaching aids should be evaluated based on their impact on student engagement and understanding. This evaluation aims to ensure teaching strategies' relevance, effectiveness, and suitability in achieving learning outcomes and developing students' skills and character.

Implementation of Learning

In the implementation of learning, the evaluation indicators consist of 15 statements that encompass various essential aspects to determine the effectiveness of the educational process. Additionally, best practices are necessary to assess the extent to which the Kurikulum Merdeka has been implemented in schools. The results from the questionnaire distributed to students and educators can be viewed through graphs that present the data visually, providing a clear overview of perceptions and evaluations of the learning implementation (**Graph 2**). Thus, analyzing these graphs will offer deep insights into areas that need improvement and the strengths achieved in the learning process.
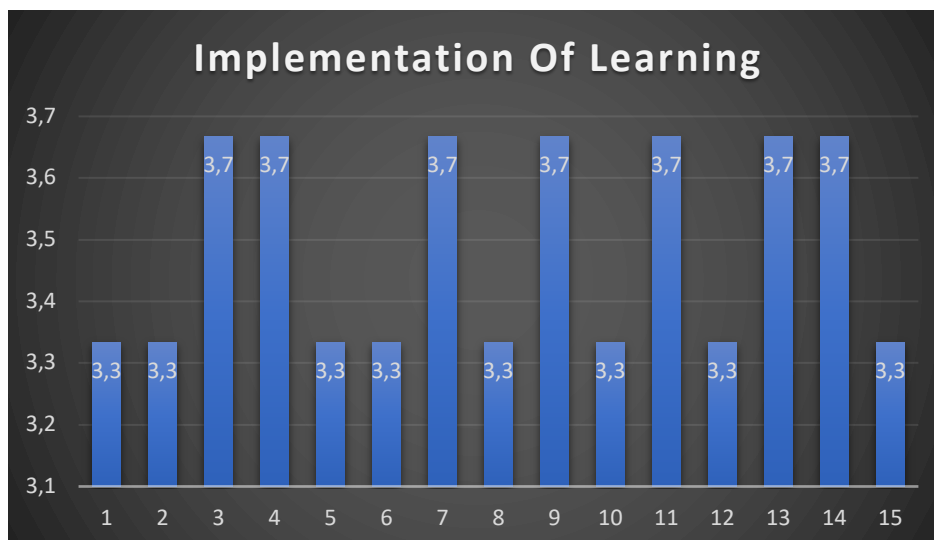
Graph 2. Results of Respondent Evaluation Data on Learning Implementation
Source: processed by the author 2024

The use of teachers' and students' books is not considered the primary source in the learning process, with an average rating of 'often' (3.3) due to limited availability. In contrast, guidebooks chosen by teachers and provided by schools are the primary sources with the same score. Learning uses a variety of approaches, including deductive approaches and observation activities, which received an average rating of 'always' (3.7), as well as questioning, projects, experiments, and assignments, which each received a rating of 'often' (3.3). Creative thinking is emphasized in learning with a rating of 'always' (3.7), and practical work and field observations are rated 'often' (3.3). The involvement of various learning resources and media is an essential aspect with a rating of 'always' (3.7). Although the subjects are taught separately, the learning outcomes include knowledge, attitudes, and skills, with average scores of 3.3 and 3.7, respectively, and criteria of 'often' and 'always'. Each year, implementing the Pancasila Learner Profile strengthening project involves the selection of three themes that are taught integratively and rated 'often'

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(3.3). In contrast, the development of projects according to individual needs received a rating of 'always' (3.7). The learning outcomes were comprehensively implemented in every activity and were rated 'always' (3.7). Learning activities for the Pancasila Learner Profile strengthening project are conducted through various initiatives, including extracurricular activities, cross-disciplinary projects, and extracurricular activities, with an average rating of 'often' (3.3), reflecting the school's commitment to optimizing the learning process and creating more relevant and integrated learning experiences for students.

Implementing learning is crucial in translating educational plans into concrete actions, considering the various obstacles that can arise. This process involves utilizing the selected materials and organizing activities that enrich students' learning experiences while considering the environment and individual needs. The role of the teacher is crucial in managing and supervising this phase to ensure a conducive learning environment and students' readiness for the educational process. The findings suggest that effective curriculum implementation is an ongoing process that has the potential to significantly influence student learning outcomes, mainly if supported by a strong framework and professional development for educators. For students, implementation is an opportunity for experiential learning that considers environmental factors, time management, and teaching methods. Meanwhile, for teachers, this stage includes managing and supervising the learning process, including meeting students' special needs. Newby et al., in the book "*Educational Technology for Teaching and Learning*" state that the implementation stage consists of preparing learning materials, organizing the learning environment, and preparing students to engage in the learning process. This systematic approach to implementation is essential for creating effective educational experiences that are responsive to the needs of all learners.

Implementing the Kurikulum Merdeka necessitates a paradigm shift in educators' roles, encouraging them to act as facilitators in creating learning experiences responsive to student's diverse needs through differentiated and culturally relevant approaches. Success in this educational model hinges on cultivating a growth mindset among educators and students, as teachers with such a mindset are more likely to innovate and enhance their learning concepts (Sholeh et al., 2024). The curriculum emphasizes creating engaging and enjoyable learning experiences that foster creativity, innovation, and independence, empowering students to think freely and explore their potential. Furthermore, the design of learning activities is informed by local environmental characteristics, aiming to ensure relevance and stimulate traditional pedagogical approaches while providing meaningful and enjoyable educational experiences (Malikah et al., 2022). The Kurikulum Merdeka incorporates project-based learning (PJBL), which supports character development in alignment with the Pancasila Student Profile. Mulyasa in the book "*Implementasi Kurikulum Merdeka*" states that the curriculum empowers schools with the flexibility to design relevant learning projects that reflect and engage with the surrounding environment. Additionally, the principle of differentiated learning is particularly well-suited for implementation within the Kurikulum Merdeka, as it emphasizes the importance of students' characteristics and conditions throughout the learning process. By adopting this approach, educators can ensure equitable learning opportunities for all students as they consider each learner's diverse characteristics and needs during the educational experience (Redhatul & Zaka, 2023; Sarnoto, 2024).

In implementing the Kurikulum Merdeka at SMAN 14 Bandung, teacher and student books have not become the primary sources of learning. Instead, guidebooks selected by teachers and provided by the school are used more frequently, although the usage level varies. Generally, teachers apply a deductive approach and utilize various learning resources and media through observation, questioning, projects, experiments, assignments, creative thinking, practical work, and field observations. Teachers at SMAN 14 Bandung also consistently teach subjects separately while integrating the dimensions of the Pancasila Learner Profile, encompassing aspects of knowledge, attitudes, and skills. They often organize projects to reinforce the Pancasila Learner Profile with tailored themes and set learning outcomes for each activity, whether in intramural, co-curricular, or extracurricular activities. In line with the best practice statements,

implementing the Kurikulum Merdeka at SMAN 14 Bandung uses a differentiated approach, where students are given choices of materials according to their interests and needs. The STAR method is applied in the learning process; however, not all methods are effectively implemented due to limitations in student understanding, facilities and infrastructure, and teachers' abilities to teach certain materials. Nevertheless, Project-Based Learning (PJBL) activities are generally quite popular among students because they can create works following their interests and talents, making the learning process more engaging, enjoyable, and meaningful.

Implementing learning in Kurikulum Merdeka at SMAN 14 Bandung demonstrates a thoughtful approach to education, balancing curriculum content with developing essential skills and values. However, Some critical aspects that need to be considered include the effectiveness of the guidebook compared to the textbook to ensure the relevance of the teaching materials, as well as an assessment of students' understanding of the application of the STAR method, which may not be optimal. Evaluating the success of project-based learning (PJBL) and considering student feedback regarding its engagement and relevance is also needed. In addition, an analysis of facilities and infrastructure is also necessary to identify shortcomings that may hinder the learning process. Finally, teachers' skills in applying various teaching methods must be evaluated to determine the need for additional training to improve the overall quality of teaching.

Assessment of Learning

The evaluation results regarding learning assessment at SMAN 14 Bandung under the Kurikulum Merdeka encompass 10 statement indicators that measure the application of various assessment methods. These indicators evaluate the effectiveness and variation in assessment strategies, including formative and summative assessments and tools for measuring student competency achievement. Additionally, one extra statement concerning best practices is also used to assess the extent to which the assessment aspects of the Kurikulum Merdeka have been optimally implemented at SMAN 14 Bandung. These evaluation results are visualized in the following graph, which provides a comprehensive overview of the assessment implementation at the school.
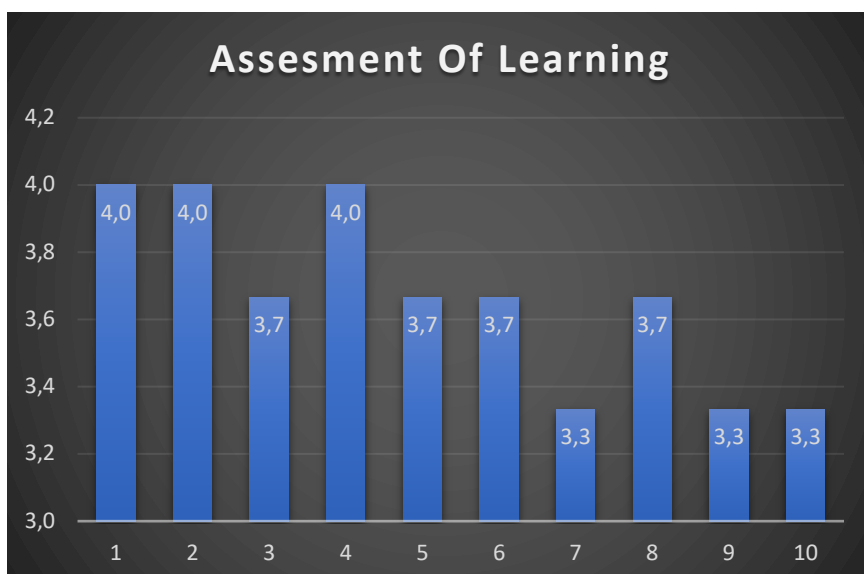
Graph 3. Results of Respondent Evaluation Data on Learning Assessment
Source: Processed by the author 2024

Learning assessment at SMAN 14 Bandung is conducted by utilizing various evaluation tools to measure the achievement of indicators and student learning outcomes, which received an average rating of 'always' with a score of 4.0. The evaluation tools include using tests as assessment instruments, while projects to strengthen the Pancasila Student Profile are assessed through descriptive notes, which also received an average rating of 'always' with a score of 4.0. The project assessment process was implemented through diagnostic, formative, and summative approaches, with an average score of 'always' of 3.7. Although the Minimum Completeness Criteria (KKM) was not formally applied, the assessment still considered the three main domains, namely cognitive, affective, and psychomotor, which received an average score of 'always' of 4.0. This reflects consistency in applying holistic evaluation of student learning outcomes, involving aspects of knowledge, attitudes, and skills.

The success of the learning process at SMAN 14 Bandung was assessed through formative and summative assessments, and an average score of 3.7 was obtained with the criterion of 'always'. Daily assessments conducted after each lesson for several dimensions of the Pancasila Student Profile also showed similar results, with an average score of 3.7 with the criteria of 'always'. Before learning begins, a diagnostic assessment measures students' readiness and initial behavior, resulting in an average score of 3.3 with the criteria of "often". Learning evaluation is conducted through various methods, including tests, observations, and projects. Project assessments and performance assessments used to measure students' psychomotor domain achievements received an average score of 3.7 with the criteria of "always" and 3.3 with the criteria of "often", respectively. Meanwhile, the application of student learning completeness in the school's assessment system received an average score of 3.3, with the criterion 'often' indicating a need for increased consistency in applying the completeness criteria.

In conclusion, the assessment in implementing the Kurikulum Merdeka at SMAN 14 Bandung is conducted using various tools and methods, including formative, summative, portfolio, and project assessments, to evaluate students' cognitive, affective, and psychomotor domains. Although the Minimum Completeness Criteria (KKM) are not mandated, teachers have applied them to measure learning outcomes. Assessments are also conducted innovatively, encouraging student creativity and providing feedback that helps improve the learning process. The emphasis on projects and performance assessments reinforces the development of the Pancasila Learner Profile. Best practices in curriculum assessment activities are implemented through formative assessments, which aim to provide information or feedback for educators and students to improve the learning process. Assessments have been conducted using various engaging and innovative learning methods, motivating students to be more creative and encouraging them to give their best during the assessment process.

Assessment is a systematic and continuous process or activity to collect information about students' processes and learning outcomes to make decisions based on specific criteria and considerations (Nasution, 2022). In this context, assessment functions as a continuous cycle, where the assessment results are used to evaluate and improve the teaching and learning process (Fitrianti, 2018). The selection of the proper assessment tool dramatically affects the quality of student graduation because the tool must be aligned with the competencies being measured, covering cognitive (knowledge), affective (attitude), and psychomotor (skills) aspects. Therefore, in line with Farida in the book "*Evaluasi Pembelajaran Berbasis Kurikulum Nasional*" it is essential for assessment tools to follow the learning objectives that have been set. The Kurikulum Merdeka prioritizes formative assessment over summative assessment as the primary method. Formative assessment serves as a tool for reflection, improvement, and evaluation aimed at improving the quality of learning and helping educators design more active and meaningful learning experiences for students. Meanwhile, summative assessment is carried out at the end of the learning process, such as at the end of a subject or semester, to measure student learning outcomes based on predetermined standards (Ardiansyah et al., 2023). The Ministry of Education and Culture (Kemendikbud) also emphasizes that assessment in Curriculum 2022 should focus on achieving learning outcomes

through authentic assessment, which combines conventional and alternative assessment methods. Among these alternative methods, portfolio assessment is essential for determining student learning outcomes.

The assessments in the Kurikulum Merdeka at SMAN 14 Bandung demonstrate a solid commitment to evaluating student learning outcomes through various assessment tools, such as formative assessments, summative assessments, portfolios, and performance assessments. This holistic approach is essential to ensure comprehensive measurement of all aspects of learning, including cognitive, affective, and psychomotor dimensions, particularly in the context of the Pancasila Student Profile. However, further evaluation is needed to assess the effectiveness and consistency of implementing various assessment methods across subjects. Additionally, the use of diagnostic assessments to determine student readiness and the impact of daily assessments on motivating student engagement need to be addressed. Analyzing how teachers utilize feedback from formative assessments to improve teaching practices is also crucial. Therefore, continuous evaluation is necessary so that all assessment methods not only measure learning outcomes but also support the development of student character and skills in line with the principles of the Kurikulum Merdeka, thereby enhancing the quality of education and achieving the desired learning objectives.

CONCLUSION

The evaluation of Kurikulum Merdeka implementation at SMAN 14 Bandung covers three main aspects: planning, implementation, and learning assessment. In planning, the teaching module is developed according to the core components and CP but not modified. Teachers use innovative methods such as PBL and PjBL to improve students' critical thinking skills. Learning implementation often uses textbooks and deductive approaches, with projects and experiments as additional methods. The Pancasila Learner Profile dimension is integrated into learning with a differentiated approach despite resource challenges and student understanding. Assessment is conducted using various formative, summative, portfolio, and project tests to evaluate learning outcomes and the dimensions of the Pancasila Learner Profile. Assessment includes cognitive, affective, and psychomotor aspects and diagnostics to gauge student readiness. Learning modules need to be modified regularly to improve curriculum implementation, teacher training in innovative methods needs to be strengthened, and facilities improved. Feedback from formative assessment is also essential to create more adaptive and effective teaching.

AUTHOR'S NOTE

The author declares no conflicts of interest regarding the publication of this article and affirms that the data and content are free from plagiarism. The author would also like to highlight a quote from John Dewey, a renowned educational reformer, who said, "If we teach today as we taught yesterday, we rob our children of tomorrow." This quote underscores the importance of evaluation in curriculum and learning, as well as the need to develop practices responsive to the evolving needs of students and society. This aligns with the principles of the Kurikulum Merdeka, which emphasizes a dynamic, student-centered approach to learning.

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