

Analysis of the Implementation of the *Kurikulum Merdeka* at SD Negeri 3 Karangsalam Based on the Scriven Evaluation Model

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ABSTRACT

This study aims to evaluate the effectiveness of the implementation of the Kurikulum Merdeka at SD Negeri 3 Karangsalam using the Scriven Evaluation Model. The analysis was conducted through both formative and summative evaluations. The formative evaluation encompassed four key aspects: the clarity of curriculum objectives, the relevance of instructional materials, the implementation of instructional methods, and assessment practices. Meanwhile, the summative evaluation assessed program effectiveness, implementation efficiency, stakeholder satisfaction, and the overall impact of the curriculum. This research employed a descriptive-evaluative method using both qualitative and quantitative approaches. Evaluation instruments were developed based on indicators from the Scriven Model. Data were collected through official school document analysis, classroom observations, interviews, surveys administered to teachers, students, and parents, as well as student learning outcomes. The data were then analyzed and compared with the evaluation instruments. The results indicate that the implementation of the Kurikulum Merdeka is categorized as effective, with a formative evaluation score of 79.35% and a summative evaluation score of 79.94%. These findings suggest that the curriculum has been implemented optimally and has positively influenced both the learning process and student outcomes. The study recommends ongoing evaluations to support continuous improvement in curriculum implementation quality.

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1. INTRODUCTION

Curriculum plays a crucial role in the education system in achieving educational goals [1]. It serves as a guideline for organizing teaching and learning processes across all types and levels of education [2]. An effective curriculum not only outlines the instructional materials but also considers teaching methods, assessment practices, and stakeholder engagement to respond to contemporary challenges, learners' needs, and developments in science

¹ Rasmanah, C., Nurjamiludin, I., Andriani, N., Nurmalasari, N., R. J., & Azzahra, P. R. (2024). Evaluasi Implementasi Kurikulum. *Sosiosaintika: Jurnal Ilmu-Ilmu Sosial*, 2(1), 1–7. <https://doi.org/10.59996/sosiosaintika.v2i1.319>

² Akhyar, A., & Erihadiana, M. (2021). Upaya Guru dalam Pengembangan Kurikulum Pendidikan Agama Islam di SMA Negeri 1 Kerinci. *Ta Dib: Jurnal Pendidikan Islam*, 10(2). <https://doi.org/10.29313/tjpi.v10i2.7582>

and technology [3]. Therefore, curriculum development and evaluation must be conducted periodically to ensure its effectiveness in achieving the expected competencies [4].

In Indonesia, curriculum reforms and development are regularly carried out to align with global dynamics and societal needs. The *Kurikulum Merdeka* emerged as a response to the demand for flexibility and differentiation in learning. This curriculum emphasizes student-centered learning, project-based instruction, the *Profil Pelajar Pancasila* as a foundation for Indonesian student character development, and grants autonomy to schools in developing their own Operational Curriculum tailored to local contexts and characteristics [5]. The success of curriculum implementation depends heavily on systematic evaluation to assess its effectiveness.

Once a curriculum has been implemented over a given period, it requires monitoring and analysis of its achievements to enable necessary improvements [6]. This process is referred to as curriculum evaluation. Curriculum evaluation plays a pivotal role in the educational process by determining the extent to which students have made progress toward predetermined goals [7]. Evaluation is used to assess outcomes and serves as a reflective tool for continuous improvement [8]. Comprehensive evaluation involves a thorough analysis of both the implementation process and learning outcomes.

One appropriate evaluation approach for assessing curriculum effectiveness is the Scriven Evaluation Model. The Scriven Model distinguishes between formative and summative [9]. This model emphasizes comprehensive assessment of a program or curriculum, both during its implementation (formative) and after its completion (summative) [10]. It involves data collection while the curriculum is being implemented. Curriculum evaluators provide such data to curriculum developers for the purpose of improvement and refinement.

Decisions regarding curriculum development, revision, and modification are made based on formative evaluation, while decisions related to continuation, expansion, adoption, or termination of the program are based on summative evaluation [11]. SD Negeri 3 Karangsalam is a public elementary school in Banyumas Regency that has fully implemented the *Kurikulum Merdeka*. Located in a hilly area with limited resources, the school has demonstrated a strong commitment to improving learning quality through the adoption of the *Kurikulum Merdeka*.

Given the importance of an effective and locally responsive curriculum, an evaluation and reflection on its implementation were conducted using the Scriven Evaluation Model as the analytical framework. The formative evaluation covers four main aspects: clarity of curriculum objectives, relevance of instructional materials, implementation of instructional methods, and assessment practices. Meanwhile, the summative evaluation assesses program effectiveness, implementation efficiency, stakeholder satisfaction, and the overall impact of curriculum implementation.

The findings of this study are expected to provide a comprehensive overview of the effectiveness of the *Kurikulum Merdeka* implementation at the elementary school level. The results may serve as a basis for decision-making and recommendations for improvement, as well as a reference for other educational institutions seeking to implement the *Kurikulum Merdeka* more optimally and sustainably.

2. RESEARCH METHODS

This study employed a descriptive-evaluative approach with a mixed-methods design, integrating both qualitative and quantitative data to gain a comprehensive understanding of the implementation of the *Kurikulum Merdeka* at SD Negeri 3 Karangsalam. The evaluation model used was the Scriven Evaluation Model, which includes both formative and summative components. Formative evaluation aimed to assess the ongoing process of curriculum implementation, while summative evaluation focuses on evaluating the final outcomes of the implementation.

The research subjects included the school principal, homeroom teachers, subject teachers, students from grades I to VI, and parents of the students. The data sources comprised both primary and secondary data. Primary data were collected through classroom observations, interviews with the principal and teachers, and the

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⁶ Ekayana, A. A. G., & Ratnaya, I. G. (2022). Evaluasi Kurikulum Program Sarjana Sistem Komputer Menggunakan Model CIPP Stufflebeam. *Jurnal Penelitian Dan Pengembangan Pendidikan*, 6(3), 366–377. <https://doi.org/10.23887/jppp.v6i3>

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¹⁰ Sharma, H., & Raval, V. (2019). Curriculum Evaluation: Approaches and Models. *JAC: A Journal of Composition Theory*, 10(12), 240–249.

¹¹ Dick, W., Carey, L., & Carey, J. O. (2021). *The Systematic Design of Instruction* (9th ed.). Pearson.

distribution of questionnaires to teachers, students, and parents via digital media (Google Forms) using a random sampling technique. To ensure representativeness, respondents were selected proportionally across all grade levels by selecting a number of students, teachers, and parents in proportion to the population size of each group.

Secondary data were obtained from official school documents such as the School Operational Curriculum, Education Report, teacher supervision record, exam papers, learning assessment results, student report card grades, and graduation documents. The evaluation instruments were developed based on the indicators specified in the Scriven Model. The formative evaluation addressed four key aspects: clarity of curriculum objectives, relevance of the instructional materials, implementation of instructional methods, and the assessment practices.

The summative evaluation focused on curriculum program effectiveness, implementation efficiency, stakeholder satisfaction, and the impact of curriculum implementation on students. Assessment was conducted using a four-point rubric by aligning the collected data and documentation with the predefined evaluation indicators. The results were then converted into percentages to determine the category of effectiveness. The effectiveness categories used in this study are based on the following score range:

Table 1. Interpretation of Curriculum Evaluation Scores

Percentage	Category
81–100	Highly Effective
61–80	Effective
41–60	Moderately Effective
21–40	Less Effective
0–20	Ineffective

Data analysis was conducted by calculating the average score for each evaluation aspect and converting the results into percentage values. Quantitative findings were triangulated with qualitative data obtained from classroom observations and interviews to develop a reflective understanding of the curriculum implementation practices at the school. These findings were then analyzed in relation to Scriven's evaluation criteria to produce objective and evidence-based conclusions

3. RESULTS AND DISCUSSIONS

The evaluation of the implementation of the *Kurikulum Merdeka* at SD Negeri 3 Karangsalam was conducted using the Scriven Evaluation Model, which encompasses two primary approaches: formative and summative evaluation. The results of both approaches are presented below.

Tabel 2. Formative Evaluation Results

Criteria	Indicator	Score	Percentage	Category
Clarity of Curriculum Objectives	a. Learning objectives are clearly articulated and aligned with the overarching goals of the curriculum.	4	85.00 %	Highly Effective
	b. The learning objectives are designed to be measurable and assessable through observable outcomes.	4		
	c. The learning objectives reflect relevance to students' needs and the broader societal context.	3		
	d. The objectives are structured to promote the development of cognitive, affective, and psychomotor domains in students.	3		
	e. The objectives are designed to be realistic and achievable within the constraints of available resources.	3		
Relevance of Instructional Materials	a. The instructional content is designed to be relevant to students' daily experiences and local cultural contexts.	4	80.00 %	Effective

Criteria	Indicator	Score	Percentage	Category
Implementation of Instructional Methods	b. The instructional content is applicable to real-world situations and prepares students for future professional environments	3	71.14 %	Effective
	c. The content is grounded in current scientific and social knowledge, ensuring its relevance in contemporary contexts.	3		
	d. The content is structured to equip students with the knowledge and skills needed to address future challenges and opportunities.	3		
	e. The content is tailored to be developmentally appropriate and aligns with students' cognitive levels and interests.	3		
	a. Instructional methods are designed to foster student engagement and active participation in the learning process.	3		
	b. Teaching strategies are tailored to the specific subject matter, learner characteristics, and the unique context of the classroom.	3		
	c. Instructional approaches encourage the development of student autonomy and the cultivation of critical thinking skills.	3		
	d. The instruction is adaptable and responsive to the varied learning needs of students.	3		
	e. Teaching methods are aligned with the core competencies and objectives outlined in the curriculum.	3		
	f. The use of instructional media is designed to enhance student interaction and engagement with the learning content.	3		
	g. The chosen media are accessible, easy to use, and inclusive for all students.	2		
	a. Assessment practices are aligned with the intended learning outcomes and specific performance indicators.	3	81.25 %	Highly Effective
	b. Assessment instruments encompass all three domains: cognitive, affective, and psychomotor.	3		
	c. The assessment approach integrates both the learning process and the final outcomes achieved by students.	4		
	d. The assessment instruments are designed to be valid, reliable, and appropriate for the developmental levels of the students.	3		

The formative evaluation results of the *Kurikulum Merdeka* implementation at SD Negeri 3 Karangsalam reveal a well-structured and effective curriculum design. The analysis is guided by the Scriven Evaluation Model and focuses on key indicators, including the clarity of curriculum objectives, the relevance of instructional materials, instructional methods, and assessment practices. The detailed findings are presented below.

- a. The clarity of curriculum objectives scored 85.00%, classified as highly effective. The learning objectives are clearly articulated, aligned with the overarching goals of the *Kurikulum Merdeka*, and expressed in measurable terms. They are designed to be observable and assessable, enabling both educators and students to track progress effectively. Moreover, the objectives address students' developmental needs and broader societal expectations by emphasizing real-world competencies and challenges. By covering cognitive, affective, and psychomotor domains, they promote a holistic educational approach. These objectives are also

considered realistic and achievable within the available resources at SD Negeri 3 Karangsalam, ensuring that the goals remain both aspirational and feasible.

- b. The relevance of instructional materials scored 80.00%, classified as effective. The learning content demonstrates strong contextual relevance by connecting to students' daily experiences and local culture, thus enhancing engagement and meaningful learning. This design supports the application of knowledge to real-life contexts and future work environments. The materials also reflect current scientific and social developments, ensuring the content remains timely and relevant. Furthermore, the instructional materials are developmentally appropriate, aligning with students' cognitive levels to optimize comprehension and retention.
- c. The implementation of instructional methods scored 71.14%, classified as effective. The teaching strategies employed promote student engagement and active participation, encouraging learners to take ownership of their learning process. These methods foster critical thinking and problem-solving skills. They are appropriately adapted to various subjects, learner profiles, and classroom contexts, allowing for pedagogical flexibility. The curriculum also emphasizes student autonomy as a core principle. However, an area identified for improvement is the selection and integration of instructional media. Currently, the media used are not fully accessible, inclusive, or user-friendly for all students, which may limit the effectiveness of the learning experience.
- d. Assessment practices scored 81.25%, classified as highly effective. The assessment mechanisms are well aligned with the curriculum objectives and intended learning outcomes. The instruments measure a wide range of learning domains, including cognitive, affective, and psychomotor aspects. These assessments adopt a comprehensive approach, evaluating both the learning process and outcomes to provide a clearer picture of student achievement. The tools used are valid, reliable, and developmentally appropriate, ensuring accurate reflection of students' progress and capabilities.

The formative evaluation findings confirm that the implementation of the *Kurikulum Merdeka* at SD Negeri 3 Karangsalam falls within the Effective category, with an average score of 79.35%. The curriculum demonstrates a clear connection between its main elements: objectives, materials, methods, and assessments, reflecting coherence and instructional quality. While certain areas, particularly the accessibility and inclusivity of instructional media, require further improvement, the current implementation effectively supports the achievement of educational goals and provides a robust foundation for student development.

Table 3. Summative Evaluation Results

Criteria	Indicator	Score	Percentage	Category
Program Effectiveness	a. Students exhibit proficiency in the competencies outlined by the curriculum's objectives.	3	75.00 %	Effective
	b. Students actively engage in learning activities, contributing to a dynamic and interactive classroom environment.	3		
	c. Students display measurable progress in both academic and non-academic domains, reflecting holistic development.	3		
	d. Students demonstrate a strong sense of motivation and interest in learning activities.	3		
	e. Teachers possess a thorough understanding of the curriculum's structure and implement it effectively	3		
	f. Teachers are provided with comprehensive training and ongoing mentoring to support the effective implementation of the curriculum.	3		
Implementation Efficiency	a. The allocation of learning time is optimized to ensure alignment with and support for the achievement of instructional goals.	3	83.33 %	Highly Effective
	b. Resources, including materials, facilities, and personnel, are utilized efficiently to	3		

Criteria	Indicator	Score	Percentage	Category
Stakeholder Satisfaction	maximize the effectiveness of the learning process.	4	78.13%	Effective
	c. The curriculum is designed to address the diverse learning needs and potential of all students, fostering inclusive educational practices.			
	a. The curriculum is clear, practical, and manageable for teachers, facilitating its seamless integration into the educational process.	3		
	b. Stakeholders perceive the teaching resources and media as sufficient and suitable for supporting effective teaching and learning.	3		
	c. Learning activities are carefully designed to be relevant and engaging, aligning with students' interests, needs, and developmental stages.	3		
	d. The curriculum design takes into account students' workload and well-being, ensuring a balanced approach to academic and personal development.	3		
	e. Stakeholders recognize that the curriculum effectively supports significant academic and personal progress among students.	3		
	f. The curriculum emphasizes the development of student character and the cultivation of positive values that contribute to social and ethical growth.	3		
	g. The curriculum is structured to enable the efficient utilization of available school resources, including time, materials, and personnel.	3		
	h. The curriculum is administratively practical and flexible, capable of adapting to local contexts and conditions while maintaining its core objectives.	4		
Impact of Curriculum Implementation	a. Graduates demonstrate competencies that are aligned with the goals and expectations set forth in the curriculum.	3	83.33 %	Highly Effective
	b. The curriculum is designed to ensure equitable access to learning opportunities, fostering an inclusive environment for all students.	3		
	c. The curriculum inspires students to pursue further education and engage in lifelong learning, cultivating a mindset of continuous growth and development.	4		

The summative evaluation of the *Kurikulum Merdeka* implementation at SD Negeri 3 Karangsalam examines the overall program effectiveness after a full cycle of implementation. It assesses the extent to which the curriculum achieved its intended outcomes across four key components: program effectiveness, implementation efficiency, stakeholder satisfaction, and overall impact. The findings are supported by qualitative data from interviews and classroom observations.

- a. Program effectiveness reached 75.00%, classified as effective. The curriculum has successfully guided students toward achieving the intended competencies. Students consistently demonstrated engagement and

proficiency in learning activities, reflecting the curriculum's emphasis on active participation and learner autonomy. These results align with the formative evaluation, which highlighted the clarity and measurability of learning objectives. In addition to cognitive achievements, students also showed growth in affective and psychomotor domains, affirming the curriculum's holistic approach. While teacher readiness was evident in curriculum implementation, the slightly lower score in mentoring support suggests that ongoing professional development remains a key area for improvement, as also noted in the formative findings.

- b. Implementation efficiency scored 83.33%, classified as highly effective. Instructional time and resources are optimally utilized, supporting the efficient delivery of the curriculum. The structure of the curriculum enables well-organized instruction, aligning with formative findings that emphasized coherence between objectives and content. Moreover, the curriculum demonstrates strong inclusivity and adaptability to diverse learner needs, as reflected in the high score for responsiveness. This aligns with formative insights that highlighted the contextual relevance of instructional materials, particularly in addressing students' real-life experiences and local cultural backgrounds.
- c. Stakeholder satisfaction scored 78.13%, classified as effective. Stakeholders, including teachers, administrators, and parents, perceive the curriculum as practical, manageable, and supportive of teaching and learning processes. The formative evaluation had previously indicated that instructional materials were relevant, although access to learning media required improvement. This perception is sustained in the summative phase, where both instructional media and teacher support systems are considered adequate, yet still in need of further enhancement. The curriculum's ability to balance academic demands with student well-being is also noted, reflecting stakeholder appreciation for its role in fostering a supportive, character-oriented, and developmentally appropriate learning environment.
- d. The impact of curriculum implementation scored 81.25%, classified as highly effective. The long-term outcomes of the curriculum appear promising, with graduates demonstrating competencies aligned with its intended goals, particularly in foundational knowledge, character development, and readiness for lifelong learning. These results reinforce earlier formative findings that highlighted the curriculum's support for holistic development across cognitive, affective, and psychomotor domains. Moreover, the curriculum's emphasis on inclusivity and equal access to learning underscores its role not only as an effective but also an equitable educational framework, providing all students with opportunities to succeed regardless of their backgrounds or abilities.

The summative evaluation findings confirm that the implementation of the *Kurikulum Merdeka* at SD Negeri 3 Karangsalam falls within the "Effective" category, with an average score of 79.35%. The curriculum demonstrates tangible outcomes in student achievement, instructional efficiency, stakeholder satisfaction, and sustained learning progress. While some challenges remain, particularly in strengthening stakeholder engagement and improving access to learning resources, the current implementation has made a significant contribution to enhancing educational quality and promoting equity. These results suggest that the curriculum not only supports effective classroom practices but also advances broader developmental goals in alignment with the principles of the *Kurikulum Merdeka*.

4. CONCLUSIONS

Based on the evaluation results using Scriven's model, the implementation of the *Kurikulum Merdeka* at SD Negeri 3 Karangsalam is categorized as effective. The formative evaluation indicates that the curriculum has been implemented with clear objectives, relevant instructional content, active learning methods, and comprehensive assessment practices. Meanwhile, the summative evaluation demonstrates program effectiveness, good implementation efficiency, positive stakeholder satisfaction and impact of curriculum implementation.

This success is largely attributed to the collaborative roles of teachers, the school principal, and the involvement of parents. However, continuous efforts are still needed, particularly in providing teacher support, improving access to instructional media, and strengthening reflective teaching practices, to ensure that the *Kurikulum Merdeka* remains relevant and adaptable to students' needs and the surrounding environment.

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