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Evaluating the Implementation of the Merdeka Curriculum in Elementary Schools: A CIPP Model Analysis of Literacy and Numeracy Learning

Tri Puji Lestari ^{1,2,*}, Vina Iasha ¹

¹ Department of Basic Education, Universitas Islam Sultan Agung, Indonesia

² Sekolah Dasar Negeri 7 Kuripan, Indonesia

* Corresponding author: lestari.top1@gmail.com

To cite this article: Lestari, T.P. & Iasha, V. (2026). Evaluating the Implementation of the Merdeka Curriculum in Elementary Schools: A CIPP Model Analysis of Literacy and Numeracy Learning. *International Journal of Education and Learning Studies*, 2(1), 15-30. <https://doi.org/10.64421/ijels.v2i1.42>

Articles Information	Abstract
<p>Received : 16-01-2026</p> <p>Revised R1 : 08-03-2026</p> <p>Revised R2 : 04-04-2026</p> <p>Accepted : 05-04-2026</p> <p>Published : 30-04-2026</p>	<p>This study evaluates the implementation of the Merdeka Curriculum in strengthening literacy and numeracy learning at an elementary school in Grobogan Regency, Indonesia. Despite the policy emphasis on flexible and student-centered learning, schools often face difficulties translating curriculum reforms into effective classroom practices. This study applies the CIPP (Context, Input, Process, Product) evaluation model integrated with the Taba curriculum development approach to analyze curriculum implementation and teacher practices. A qualitative case study design was used involving one school principal and six teachers at SD Negeri 7 Kuripan. Data were collected through semi-structured interviews, participatory classroom observations, and document analysis of curriculum and literacy programs. The data were analyzed using thematic analysis aligned with the CIPP framework and validated through data triangulation. The findings show the need to strengthen literacy–numeracy learning, improve instructional resources, support reflective teacher practices, and enhance the organization of school literacy programs. The study provides practical insights for improving curriculum implementation in elementary education.</p> <p>Keywords: Merdeka Curriculum; Literacy–Numeracy; CIPP Evaluation; Elementary Education; Curriculum Implementation</p>

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Author Contributions: Tri Puji Lestari: Conceptualization; Methodology; Investigation; Data curation; Formal analysis; Writing – original draft; Writing – review & editing. Vina Iasha: Supervision; Validation; Writing – review & editing; Project administration.

Funding Statement: This research received no external funding.

Ethical Approval / IRB Statement: Not applicable. This study did not involve formal institutional ethical review. However, ethical research procedures were applied, including voluntary participation, confidentiality, and the use of pseudonyms for the research site and participants.

Informed Consent Statement: Informed consent was obtained from all participants involved in the study.

Data Availability Statement: The data supporting the findings of this study are not publicly available due to privacy and confidentiality considerations but are available from the corresponding author upon reasonable request.

Conflicts of Interest: The authors declare no conflicts of interest.

Generative AI Use Statement: Not applicable.

1. INTRODUCTION

Curriculum plays a central role in guiding educational objectives, learning content, and instructional processes in schools. It provides a structured framework that helps teachers organize learning experiences while supporting students in achieving educational goals. Because social, technological, and educational contexts continue to evolve, curriculum implementation must be continuously reviewed to ensure its relevance and effectiveness in improving learning quality.

In Indonesia, the Merdeka Curriculum was introduced as part of a broader educational reform aimed at promoting flexible, student-centered learning and contextualized instruction (Thana & Hanipah, 2023). The curriculum emphasizes the development of essential competencies, particularly literacy and numeracy, as well as the strengthening of character through the Pancasila Student Profile. These competencies are expected to be integrated across subjects and implemented through project-based learning activities rather than being limited to specific subjects such as Bahasa Indonesia and Mathematics (Zamjani et al., 2024). Through this approach, literacy and numeracy are positioned as cross-disciplinary competencies that support lifelong learning and critical thinking.

Despite these policy intentions, the implementation of literacy–numeracy integration in elementary schools remains challenging. Previous studies report that many teachers still experience difficulties in transforming subject-based teaching practices into interdisciplinary learning approaches that incorporate literacy and numeracy skills (Rakhmawati & Mustadi, 2021). In many cases, literacy and numeracy activities remain limited to traditional subject areas rather than being embedded within broader learning experiences. This situation indicates a gap between curriculum policy design and classroom implementation.

Curriculum evaluation therefore becomes an essential process for understanding how educational reforms are implemented at the school level. Evaluation allows educators and policymakers to identify strengths, weaknesses, and areas that require improvement within curriculum implementation (Agustin, 2024). One widely used framework for educational evaluation is the CIPP model (Context, Input, Process, Product), which provides a systematic approach for analyzing educational programs and their outcomes. Through this model, curriculum implementation can be examined comprehensively, including contextual needs, available resources, instructional processes, and educational outcomes.

However, studies evaluating the implementation of the Merdeka Curriculum using a comprehensive evaluation framework at the elementary school level remain limited. In particular, there is still insufficient empirical evidence on how literacy and numeracy integration is implemented in everyday classroom practices and how schools support teachers in adapting curriculum reforms to local contexts. Addressing this gap is important to better understand the challenges and opportunities associated with implementing the Merdeka Curriculum.

Therefore, this study aims to evaluate the implementation of the Merdeka Curriculum in strengthening literacy and numeracy learning at an elementary school using the CIPP evaluation model.

Specifically, the study examines the contextual needs of the school, the resources supporting literacy–numeracy learning, the instructional processes implemented by teachers, and the outcomes of curriculum implementation. The findings are expected to provide insights for schools, teachers, and policymakers in improving the implementation of the Merdeka Curriculum, particularly in strengthening literacy and numeracy integration in elementary education.

2. LITERATURE REVIEW

2.1. Modification Curriculum

In general, the Independent Curriculum is a modified version of the 2013 Curriculum, developed with various improvements to address the shortcomings identified in its predecessor (Kosasih, Tadjudin, Mulyadi, & Yunus, 2022). According to information from the National Education Standards Agency (BSNP), the Independent Curriculum is designed using an approach that focuses on students' interests and talents. In line with this definition, the curriculum is structured to be flexible and to emphasize the development of students' character and competencies. The implementation guidelines for the Independent Curriculum are regulated in the Decree of the Minister of Education, Culture, Research, and Technology Number 262/M/2022.

However, during the implementation process of the Independent Curriculum, challenges inevitably arise in the planning, implementation, and evaluation of learning. These challenges occur because the curriculum has only recently been introduced, causing stakeholders involved in its implementation to still experience confusion, which ultimately leads to various obstacles in practice (Windayanti, 2023). Therefore, it is important to continuously monitor and review the curriculum during its implementation to determine its effectiveness and overall success (Lestari NA, 2023).

2.2. Superiority of the Independent Curriculum

The superiority of the Independent Curriculum lies in its flexibility and student-centered approach. The curriculum provides greater opportunities for teachers to adapt learning activities according to students' needs, interests, and abilities, thereby making the learning process more meaningful and relevant. One of its key characteristics is the implementation of differentiated learning, which allows each student to receive appropriate instructional treatment based on their learning styles and levels of achievement.

In addition, the Independent Curriculum emphasizes the importance of character strengthening through the Pancasila Student Profile, which includes values such as mutual cooperation, independence, and critical thinking (Suanto et al., 2023; Fitriani et al., 2025). In the Indonesian context, the Independent Curriculum is responsive to dynamic changes in the rapidly evolving educational landscape (Thana & Hanipah, 2023). This curriculum is primarily designed to accommodate various aspects of learning, including evaluation, competency development, and character education. The approach adopted by the Independent Curriculum is broader and more contextual, aiming to create diverse and relevant learning

experiences for students. It seeks to develop not only students' academic competencies but also strong character and positive attitudes (Harahap et al., 2023).

Despite its innovative approach, the implementation of the Independent Curriculum is not free from challenges. Effective integration of its principles into learning and assessment processes still requires well-prepared and comprehensive solutions (Anggraini & Saputra, 2023). Although efforts to develop the curriculum have been undertaken, successful implementation and alignment with students' learning needs often remain problematic. Questions regarding how developmental evaluation can be synergistically integrated within the Independent Curriculum, and how character education can be realized across learning and assessment processes, require in-depth analysis.

A deeper analysis of how student development evaluation is integrated within the Independent Curriculum and how character education is implemented in learning and assessment is therefore essential (Hanipah, 2023; Raharjo, 2020). In the context of curriculum implementation, a stronger understanding of effective strategies is needed to overcome potential obstacles. Success in addressing these challenges will contribute to more holistic student development and character-oriented formation, enabling students to face the complexities of the modern world. Consequently, an in-depth analysis of these key aspects provides valuable insights for curriculum development and educational practice at the elementary school level, making it more adaptive and outcome-oriented (Mustoip, 2023).

2.3. Curriculum Fulfillment of Learners' Needs

Referring to the Regulation of the Minister of Education, Culture, Research, and Technology Number 16 of 2022 concerning Process Standards in Early Childhood Education, Elementary Education, and Secondary Education, learning in the Independent Curriculum is conducted in an active, inspiring, enjoyable, and challenging atmosphere. This regulation emphasizes that the learning process is designed to encourage student engagement while providing ample opportunities for creativity and independence, aligned with students' talents, interests, and physical as well as psychological needs.

Learning implementation is carried out comprehensively, beginning with introductory activities, followed by core learning activities, and concluding with closing activities (Putri Candya Amalia & Mohammad Afifulloh, 2024). The Independent Curriculum serves as a response to the demands of 21st-century education, which emphasizes flexibility, differentiated learning, and character strengthening through the Pancasila Student Profile. Zamjani et al. (2024) highlight that literacy and numeracy should not be confined to Mathematics and Indonesian language subjects alone but must be integrated across all subjects and project-based learning activities to reinforce the Pancasila Student Profile. This represents a paradigm shift from fragmented learning toward holistic learning (Setiawan et al., 2023).

2.4. Strengthening Literacy in the Independent Curriculum

Literacy and numeracy are essential foundations for formal competence. Lifelong learning enables individuals to continuously develop their capacities. Literacy and numeracy are no longer understood

narrowly as basic skills, but rather as the ability to understand, use, and analyze numbers, data, and information quantitatively across various life contexts (Ginsburg et al., 2006). In daily life, numeracy skills are reflected in activities such as reading graphs, interpreting tables, calculating measurements, making estimates, and making decisions based on calculations and logical reasoning (Munahefi & Lestari, 2023; Saefurohman et al., 2021). Therefore, strengthening literacy and numeracy from the basic education level is crucial to ensure that students develop critical thinking, analytical skills, and adaptability to the challenges of the 21st century (Latri, 2025).

However, research by Rakhmawati and Mustadi (2021) indicates that elementary school teachers still face difficulties in integrating literacy and numeracy across disciplines. This limitation is related to the lack of teaching modules that explicitly connect literacy and numeracy with students' real-life contexts. Similarly, Munahefi and Lestari (2023) emphasize the importance of strengthening literacy and numeracy from basic education, as these skills form the foundation for lifelong learning competencies (Latri, 2025).

Beyond literacy and numeracy, the Pancasila Student Profile dimension is also a critical focus of the Independent Curriculum. Saefurohman et al. (2021) demonstrate that integrating values such as mutual cooperation, independence, and reasoning is essential in learning, although challenges remain, particularly in ensuring consistent classroom implementation. This issue reflects a gap between curriculum policy and classroom practice (Faradiba et al., 2025).

Literacy- and numeracy-based learning modules are therefore highly needed within the Independent Curriculum. Learning modules are systematically organized teaching materials designed to support independent student learning, shifting the focus from teacher-centered instruction to student-centered learning. In this context, the teacher acts as a facilitator who guides students in understanding learning materials. Effective learning modules should be engaging and aligned with students' needs.

Research conducted by Faridahtul Jannah, Thooriq Irtifa' Fathuddin, and Princess Fatimattus Az Zahra revealed that one elementary school in Gresik, Muhammadiyah Manyar Elementary School, experienced challenges in implementing the Independent Curriculum. Interviews with the school principal indicated that learning at the school does not rely on standardized textbooks; instead, teachers collaboratively develop their own learning modules every Saturday. This approach makes learning more meaningful, as the modules are adapted to Learning Outcomes (Capaian Pembelajaran/CP) and tailored to students' characteristics. In the Independent Curriculum, Learning Outcomes represent a set of competencies and functional content that serve as guidance for teachers and students in achieving learning experiences appropriate to competency levels at the end of instruction (Dian Aprilia, 2024).

2.5. CIPP Model for Curriculum Evaluation

The CIPP model, developed by Stufflebeam, is a management-oriented evaluation approach. The acronym CIPP stands for Context, Input, Process, and Product. In this model, the curriculum is viewed as a system, and evaluation is conducted based on these four components. Sovinah (2022) emphasizes that

the primary objective of the CIPP model is not merely to prove effectiveness but to support continuous improvement. This model enables researchers to gain an in-depth understanding of the context in which the curriculum is implemented, the inputs that form the foundation of curriculum development, the curriculum implementation process, and the resulting outcomes or products (Nabila, 2025).

The CIPP evaluation model, which is oriented toward decision-making, is used to assist stakeholders in determining appropriate actions. After data collection, analysis, and interpretation are completed and decisions are made based on the findings, the most crucial stage of evaluation is identifying the factors that influence the conclusions. One important element of evaluation is the discussion of findings, although this aspect is often overlooked by many evaluators (Agustin, 2024).

3. METHOD

3.1. Research Design

This study employed a qualitative evaluative case study design to examine the implementation of the Merdeka Curriculum in strengthening literacy and numeracy learning in an elementary school context. The study adopted the CIPP evaluation framework (Context, Input, Process, Product) as the primary analytical model for assessing curriculum implementation. This framework enables a comprehensive evaluation of educational programs by examining contextual needs, available resources, instructional processes, and learning outcomes.

A qualitative approach was considered appropriate because the study aimed to obtain an in-depth understanding of how curriculum policy is interpreted and implemented by school stakeholders within a specific institutional setting.

3.2. Research Site and Participants

The study was conducted at a public elementary school (pseudonym: SD Nusantara) located in Grobogan Regency, Central Java, Indonesia, from 28 November to 26 December 2025. The school was selected as the research site because it had implemented the Merdeka Curriculum and had ongoing programs aimed at strengthening literacy and numeracy learning.

Participants were selected using purposive sampling, focusing on individuals who were directly involved in curriculum planning, implementation, and evaluation. The study involved eight participants, consisting of:

- 1 school principal
- 1 vice principal
- 5 classroom teachers
- 1 member of the school curriculum development team

These participants were chosen because they play key roles in curriculum implementation and decision-making at the school level.

3.3. Data Collection

Data were collected through multiple methods to ensure the credibility and depth of the findings, including semi-structured interviews, participatory classroom observations, document analysis, and a questionnaire survey. Semi-structured interviews were conducted with all participants to explore their perspectives on the implementation of the Merdeka Curriculum, particularly regarding literacy–numeracy integration and teacher professional practices. Classroom observations were carried out to examine instructional activities, literacy practices, and teaching strategies applied during learning sessions. Document analysis was also conducted on relevant school documents, such as teaching modules, literacy program reports, and curriculum implementation records. In addition, a closed-ended questionnaire based on indicators from the CIPP evaluation framework was distributed to teachers and school leaders via Google Forms to obtain descriptive supporting data. The questionnaire results were summarized using percentage distributions and used to complement the qualitative findings.

3.4. Research Instruments

The research instruments consisted of an interview guide, observation sheet, document analysis checklist, and questionnaire. All instruments were developed based on indicators from the CIPP evaluation model, which includes context needs, input resources, instructional processes, and product outcomes. To ensure the relevance and clarity of the instruments, they were reviewed by two experts in curriculum and educational evaluation to assess content validity and alignment with the research objectives.

3.5. Data Analysis

Data analysis followed the interactive model of Miles, Huberman, and Saldaña (2014), which consists of data condensation, data display, and conclusion drawing/verification. First, the researcher conducted data condensation by selecting and organizing information relevant to the four components of the CIPP model. Second, the data were displayed in thematic summaries and CIPP evaluation matrices to facilitate interpretation. Finally, conclusions were drawn through continuous verification by comparing findings across different data sources. To enhance the credibility of the findings, the study applied source triangulation and method triangulation, comparing information obtained from interviews, observations, documents, and questionnaire results.

3.6. Ethical Considerations

Ethical procedures were applied throughout the research process. Participants were informed about the purpose of the study prior to data collection, and their participation was voluntary. Informed consent was obtained from all participants, and the confidentiality of participants and the research site was maintained through the use of pseudonyms in reporting the findings.

4. RESULTS AND DISCUSSION

4.1. Research Results

4.1.1. Context Evaluation

The context evaluation aimed to identify the needs and challenges related to literacy and numeracy learning within the implementation of the Merdeka Curriculum. The analysis was based on school education report card data, interviews with school stakeholders, and classroom observations. Data from the Education Report Card (2025) indicate that 5.26% of students were categorized as having literacy competence below the minimum proficiency level, while the majority of students were categorized at the basic and proficient levels.

Table 1. Student Literacy Competency Based on Education Report Card

Literacy Competency Level	Number of Students	Percentage
Below Minimum Standard	2	5.26%
Basic Level	24	63.16%
Proficient Level	12	31.58%
Total	38	100%

Table 1 shows that although most students have achieved at least the basic literacy level, a small proportion of students still experience difficulties in achieving the minimum literacy standard. This condition indicates that strengthening literacy learning remains an important priority in the school's curriculum implementation. Interview findings further revealed that literacy activities were primarily concentrated in Bahasa Indonesia lessons, while integration across other subjects was still limited. Teachers acknowledged that interdisciplinary literacy–numeracy integration remains challenging to implement in daily classroom practice. One teacher explained:

“Literacy activities are usually carried out during Indonesian lessons. Integrating them into subjects such as science or social studies still requires more preparation and teaching strategies.” (Teacher 2)

Similarly, classroom observations indicated that literacy practices were mostly implemented through reading assignments, comprehension exercises, and classroom discussions, while the integration of numeracy elements across different subjects was still rarely observed. These findings suggest that although the Merdeka Curriculum encourages cross-disciplinary literacy–numeracy integration, its implementation in classroom practice still requires further strengthening, particularly in terms of instructional strategies and teacher readiness.

4.1.2. Input Evaluation

The input evaluation examined the availability of learning resources, infrastructure, and teacher readiness to support the implementation of the Merdeka Curriculum, particularly in strengthening literacy

and numeracy learning. Data were obtained from questionnaire results, interviews with teachers and school leaders, as well as observations of school facilities.

The findings indicate that the school has made several efforts to strengthen literacy resources. These efforts include expanding the library book collection, providing reading corners in classrooms, and utilizing interactive whiteboards to support digital-based learning. These facilities are expected to improve students' access to learning resources and support the development of digital literacy skills in accordance with the objectives of the Merdeka Curriculum. Questionnaire results distributed to teachers and school leaders show that the majority of respondents perceived the availability of literacy resources as adequate.

Table 2. Teacher Perceptions of Literacy Learning Resources

Category	Number of Respondents	Percentage
Adequate	6	75%
Limited	2	25%
Total	8	100%

As shown in Table 2, seventy five percent (75%) of teachers considered the availability of literacy resources adequate, while 25% indicated that reading materials and instructional resources were still limited, particularly for supporting interdisciplinary literacy–numeracy learning activities. Interview data further revealed that teacher readiness remains an important factor influencing curriculum implementation. Several teachers reported difficulties in designing teaching modules that integrate literacy and numeracy across different subjects. One teacher explained:

“Designing teaching modules that combine literacy and numeracy across subjects is still challenging, because most teaching materials are prepared based on individual subjects.” (Teacher 1)

Similarly, another teacher emphasized the need for professional development support:

“Teachers need more training on how to integrate literacy and numeracy into different subjects so that learning becomes more meaningful for students.” (Teacher 5)

Observational data also indicated that although digital learning facilities such as interactive whiteboards were available, their use in classroom learning varied depending on teacher familiarity with educational technology. The input evaluation suggests that while the school has begun to provide supporting learning resources and digital facilities, teacher capacity in designing integrated literacy–numeracy learning remains an important area for improvement. Strengthening professional development programs and expanding learning resources are therefore essential to support more effective implementation of the Merdeka Curriculum.

4.1.3. Process Evaluation

The process evaluation examined how the Merdeka Curriculum was implemented in classroom learning practices, particularly in relation to literacy–numeracy integration, teaching module preparation, and instructional strategies used by teachers. Data were obtained through classroom observations, teacher interviews, and document analysis of teaching modules.

Classroom observations were conducted in six learning sessions across different subjects, including Bahasa Indonesia, mathematics, science, and social studies. The observations focused on several indicators of curriculum implementation, such as the use of literacy activities, integration of numeracy elements, the application of student-centered learning strategies, and the use of digital learning tools.

The observation results indicate that teachers have begun to adapt their instructional practices in accordance with the Merdeka Curriculum guidelines, particularly through the preparation of contextual teaching modules and the implementation of interactive learning activities.

Table 3. Classroom Observation Results on Curriculum Implementation

Implementation Indicator	Observed Classes (n=6)	Percentage
Use of reading activities during learning	5	83%
Classroom discussion and collaborative learning	4	67%
Integration of numeracy elements in non-mathematics subjects	2	33%
Use of digital learning media (interactive whiteboard)	3	50%
Use of contextual learning tasks	4	67%

As shown in Table 3, literacy-oriented learning activities were observed in 83% of the classes, indicating that teachers have begun incorporating reading-based learning practices into classroom instruction. Collaborative learning activities such as group discussions were also observed in 67% of the learning sessions, suggesting an effort to implement student-centered learning approaches. However, the integration of numeracy elements across subjects was still limited. Only 33% of observed classes demonstrated explicit numeracy integration outside mathematics lessons, indicating that interdisciplinary numeracy learning remains a challenge in classroom practice.

Interview data further support these findings. Teachers reported that while they had prepared teaching modules based on the Merdeka Curriculum guidelines, implementing interdisciplinary learning strategies still requires additional preparation and pedagogical support. One teacher stated:

“We have prepared teaching modules following the Merdeka Curriculum, but integrating literacy and numeracy into different subjects requires more experience and planning.” (Teacher 4)

In addition, teacher reflection meetings and supervision by the school principal were identified as important mechanisms supporting curriculum implementation. Teachers reported that regular reflection

1 sessions allowed them to discuss instructional challenges and share strategies for improving classroom learning practices. Nevertheless, the study also found that in some cases curriculum implementation remained focused on administrative preparation rather than pedagogical transformation. Some teachers prepared teaching modules to meet curriculum documentation requirements but had not fully implemented the intended interdisciplinary learning strategies in classroom practice.

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1 The process evaluation indicates that while teachers have begun adapting their instructional practices to align with the Merdeka Curriculum, the integration of literacy and numeracy across subjects remains limited. Strengthening teacher professional development and providing continuous pedagogical support are therefore essential to ensure that curriculum implementation translates effectively into classroom learning practices.

1 4.1.4. Product Evaluation

The product evaluation examined the outcomes of the Merdeka Curriculum implementation in terms of literacy–numeracy learning, classroom participation, and teacher professional practices. Data were obtained from school literacy records, classroom observations, teacher interviews, and questionnaire responses.

The findings indicate several positive developments in the school's learning environment after the implementation of literacy-oriented learning activities. Teachers reported increased student participation during reading discussions and collaborative learning activities. Observations also showed that students were more actively involved in classroom interactions when literacy-based learning tasks were applied.

In addition, school records show gradual improvements in student literacy performance, particularly in reading comprehension activities conducted through school literacy programs. The improvement was reflected in the increased number of students achieving basic and proficient literacy competency levels.

Table 4. Student Literacy Competency After Literacy Strengthening Program

Literacy Competency Level	Number of Students	Percentage
Below Minimum Standard	1	2.63%
Basic Level	23	60.53%
Proficient Level	14	36.84%
Total	38	100%

As presented in Table 4, the proportion of students categorized below the minimum literacy standard decreased from 5.26% to 2.63%, indicating gradual improvement in literacy competence among students. In addition, the number of students reaching the proficient level increased compared with previous observations.

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2 Interview data also revealed that the implementation of the Merdeka Curriculum has contributed to strengthening teachers' awareness of the importance of literacy–numeracy integration in classroom learning. Teachers reported that literacy activities, such as reading discussions and reflective writing tasks,

were increasingly incorporated into their teaching practices.

One teacher explained:

“Students now participate more actively when learning activities involve reading discussions or collaborative tasks. This helps them better understand the learning material.” (Teacher 3)

Another teacher emphasized the development of reflective teaching practices:

“Through teacher reflection meetings, we can evaluate how literacy activities are implemented in class and discuss ways to improve our teaching strategies.” (Teacher 6)

In addition to improvements in classroom participation, the study also identified the emergence of a stronger culture of teacher reflection and collaborative learning planning. Teachers reported that regular discussions about teaching modules and learning strategies helped them improve their instructional practices and adapt to the requirements of the Merdeka Curriculum.

The product evaluation suggests that the implementation of the Merdeka Curriculum supported by the CIPP evaluation framework has contributed to several positive outcomes, including improvements in literacy learning practices, increased student participation in classroom activities, and the development of more reflective teacher professional practices. These outcomes indicate that curriculum implementation can contribute not only to academic achievement but also to improving the overall quality of teaching and learning processes in elementary education.

4.2. Discussion

The findings of this study demonstrate that the implementation of the Merdeka Curriculum in elementary education has begun to support the strengthening of literacy and numeracy learning, although several contextual and pedagogical challenges remain. The context evaluation revealed that a small proportion of students had not yet achieved the minimum literacy competency level. This finding highlights the continuing importance of strengthening literacy development at the primary education level. Previous studies have emphasized that early literacy competence plays a crucial role in supporting students' overall academic development and long-term learning outcomes (OECD, 2019; Rakhmawati & Mustadi, 2021). Therefore, schools need to implement systematic literacy programs to ensure that all students achieve basic literacy proficiency.

The input evaluation further indicates that the availability of learning resources and digital facilities is an important factor in supporting curriculum implementation. The addition of reading materials and the use of interactive digital media provide opportunities for students to engage with diverse learning resources. These findings are consistent with previous research showing that access to learning resources and technology can significantly improve students' literacy engagement and learning experiences (UNESCO,

2021; Zamjani et al., 2024). However, the results also indicate that teacher readiness remains a critical issue, particularly in designing teaching modules that integrate literacy and numeracy across subjects.

The process evaluation revealed that teachers have begun adapting their instructional practices to align with the Merdeka Curriculum guidelines. Classroom observations showed that literacy-based learning activities such as reading comprehension tasks and collaborative discussions were implemented in several lessons. Nevertheless, the integration of numeracy across disciplines was still limited. This result reflects a common challenge in curriculum reform, where teachers often require additional pedagogical support to implement interdisciplinary learning approaches effectively (Thana & Hanipah, 2023). Previous studies also suggest that professional development and collaborative teacher learning communities are essential for helping teachers adapt to curriculum innovations (Darling-Hammond et al., 2017).

The product evaluation shows that the implementation of literacy-oriented learning activities contributed to improved student participation in classroom learning and the development of reflective teaching practices among teachers. The emergence of a stronger culture of teacher reflection indicates that curriculum reform can stimulate professional growth and collaborative learning among educators. This finding supports previous research suggesting that reflective teaching practices play an important role in improving instructional quality and student learning outcomes (Hattie, 2009; Schön, 2017).

Overall, the findings of this study demonstrate that the CIPP evaluation framework provides a useful approach for examining curriculum implementation in educational settings. By systematically analyzing context, input, process, and product components, schools can identify both strengths and challenges in curriculum implementation. Similar studies have highlighted that comprehensive evaluation frameworks are essential for supporting evidence-based decision-making in educational reform (Stufflebeam & Zhang, 2017).

Despite these positive developments, the study also identifies several challenges that require further attention. Teachers still face difficulties in implementing interdisciplinary learning and integrating literacy–numeracy skills across subjects. In addition, limitations in learning resources and variations in teacher readiness continue to influence the effectiveness of curriculum implementation. Addressing these challenges requires continuous teacher professional development, improved learning resources, and institutional support to ensure that the goals of the Merdeka Curriculum can be fully realized in elementary education.

5. CONCLUSION

This study evaluated the implementation of the Merdeka Curriculum in strengthening literacy–numeracy learning using the CIPP evaluation framework. The results indicate that literacy development remains an important priority at the school level, as reflected by the education report card data showing that 5.26% of students had not yet reached the minimum literacy competency level. Although most students achieved at least the basic literacy level, this finding highlights the need for continued strengthening of

literacy learning in elementary education.

From the input perspective, the school has attempted to support curriculum implementation through the expansion of library book collections and the use of digital learning tools such as interactive whiteboards. However, questionnaire and interview data indicate that some teachers still perceive limitations in learning resources and experience difficulties designing teaching modules that integrate literacy and numeracy across subjects.

The process evaluation shows that teachers have begun implementing literacy-oriented learning activities, such as reading discussions and collaborative tasks. Nevertheless, classroom observations indicate that interdisciplinary numeracy integration remains limited. This suggests that teacher professional development and collaborative instructional planning are still needed to support the effective implementation of cross-disciplinary learning.

The product evaluation indicates positive developments in classroom learning practices, including increased student participation in literacy-based activities and the emergence of more reflective teaching practices among teachers. These findings suggest that curriculum implementation supported by systematic evaluation can contribute to improvements in instructional practices.

Practically, the findings highlight several implications for schools and policymakers. Schools need to strengthen literacy resources and provide continuous professional development programs to support teachers in designing interdisciplinary learning. In addition, curriculum implementation should be supported by evaluation instruments that measure not only cognitive outcomes but also higher-order thinking skills related to literacy and numeracy.

This study has several limitations. First, the research was conducted in a single elementary school, which limits the generalizability of the findings. Second, the evaluation relied primarily on qualitative data and descriptive indicators. Future research is recommended to involve multiple schools and employ mixed-method approaches to examine the broader impact of the Merdeka Curriculum on literacy–numeracy development in elementary education.

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